

## ABSTRACT OF CAPSTONE

Jennifer M. Combs

The Graduate School  
Morehead State University

April 14, 2021

## CAREER PREPARATION CAPSTONE

---

### Abstract of Capstone

---

A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

Jennifer M. Combs

Canton, Georgia

Committee Chair: Dr. Lee Nabb, Associate Professor

Morehead, Kentucky

April 14, 2021

Copyright © Jennifer M. Combs, April 14, 2021

## ABSTRACT OF CAPSTONE CAREER PREPARATION CAPSTONE

The Career Preparation Capstone (CPC) provides technical college students with the opportunity to experience the culture inside of a correctional facility to gain professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Criminal Justice students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration into society and to teach them necessary skills to assist them in obtaining and maintaining employment. In addition, the CPC will award inmates with a technical college certificate of completion at the end of each module. This certificate allows inmates that may be released or transferred during the program a chance to still be rewarded for each module completed.

The four modules are as follows and will be explained in more detail throughout this capstone:

- Job Readiness and Office Etiquette
- Personal Finances and Financial Management
- Basic English, Grammar, and Writing Skills
- Netiquette and Basic Computer Skills.

The Career Preparation Capstone will fulfill the requirements for students completing the Criminal Justice Technology Associates Degree at any of the Technical College System of Georgia (TCSG) schools. Students will enroll in the semester-long course (16 weeks), which will be offered each semester. The decision for which institution the students will be visiting will be at the discretion of the individual TCSG school.

If approved by TCSG, the CPC will be available for all TCSG colleges and for implementation in jails and prisons across the state. TCSG criminal justice instructors will need preapproval from the specific jail or prison to implement the program. Students will be permitted access with their instructor but will need a driver's license or school identification card at each visit and must walk through a metal detector. Timely access is desired but is at the discretion of the correctional facility based on the number of visitors that may be entering the facility at the same time.

A literature review was conducted to understand the skills inmates lack when they are released and to review the courses that some states have successfully implemented in their prisons. The CPC program is broadening the typical definition of life skills which usually focuses on the psychological and physical well-being of the person. In addition, this research is creatively joining criminal justice and correctional education.

KEYWORDS: Prison, correctional, inmate, education, employment

---

Candidate Signature

---

Date

## CAREER PREPARATION CAPSTONE

By

Jennifer M. Combs

Approved by

---

Dr. Keith Armstrong  
Committee Member    Date

---

Dr. Fujuan Tan  
Committee Member    Date

---

Dr. Lee Nabb  
Committee Chair        Date

---

Dr. Timothy Leahy Simpson  
Department Chair        Date

## RULES FOR THE USE OF CAPSTONES

Unpublished capstones submitted for the Doctor's degree and deposited in the Morehead State University Library are as a rule open for inspection, but are to be used only with due regard to the rights of the authors. Bibliographical references may be noted, but quotations or summaries of parts may be published only with the permission of the author, and with the usual scholarly acknowledgements.

Extensive copying or publication of the capstone in whole or in part also requires the consent of the Dean of the Graduate School of Morehead State University.

A library that borrows this dissertation for use by its patrons is expected to secure the signature of each user.

Name

Date[illegible]

CAPSTONE

Jennifer M. Combs

The Graduate School

Morehead State University

April 14, 2021



CAREER PREPARATION CAPSTONE

---

Capstone

---

A capstone submitted in partial fulfillment of the  
Requirements for the degree of Doctor of Education in the  
Ernst and Sara Lane Volgenau College of Education  
At Morehead State University

By

Jennifer M. Combs

Canton, Georgia

Committee Chair: Dr. Lee Nabb, Associate Professor

Morehead, Kentucky

April 14, 2021

Copyright © Jennifer M. Combs, April 14, 2021

## DEDICATION

This capstone is dedicated to my family and friends, who always had faith in me and continued to encourage me over the last three years. To my amazing children, Bailey and Hunter, who never complained when mommy had to do schoolwork, but instead were supportive and encouraging all along the way. I love you both so much, your love and support mean everything to me, this is for you! To Shane, who had to put up with me complaining, working all hours of some nights, and who had to take on the household duties so that I could focus on this project, yet never once complained and continued to encourage and motivate me. Thank you all, I love you.

## ACKNOWLEDGEMENTS

I would like to acknowledge Dr. Lee Nabb, who took a chance on a girl who did not have stellar GRE scores, but we shared Temple University, so I was given the opportunity to interview for my doctoral program. Without his faith and encouragement along the way, none of this would be possible. Thank you Dr. Nabb for your never-ending support and for being a tough, but amazing chair on my committee. I would also like to acknowledge Dr. John Curry, who terrified me on my very first day of summer seminar when he told us all that we would fail our first assignment with him. Fast forward a year later, to the dreaded class with him where I did fail that first assignment, however, I became a much better writer because of his faith in me and dedication to making me a more confident writer who is now a master at APA! Thank you also Dr. Armstrong and Dr. Tan for serving on my committee and for always being positive and encouraging. Finally, to the members of the “Big” Cohort, without all of you, this would have been a much more difficult road to maneuver. I will forever cherish our seminars together, karaoke night, and the friendships that we have.

## TABLE OF CONTENTS

|   | Page |
|---|------|
| Executive Summary .....                                       | 13   |
| What is the core of the capstone? .....                       | 17   |
| Who is the capstone meant to impact?.....                     | 29   |
| How was the capstone project implemented? .....               | 30   |
| Why were this capstone and related strategies selected? ..... | 33   |
| When was the capstone implemented? .....                      | 34   |
| Impact of the capstone .....                                  | 35   |
| Limitations of the study .....                                | 35   |
| Reflections .....   | 36   |
| Capstone Project .....  | 39   |
| Reference List .....  | 143  |
| Vita.....   | 152  |

## **Executive Summary**

The Career Preparation Capstone (CPC) provides technical college students with the opportunity to experience the culture inside of a correctional facility to gain professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Criminal justice students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration into society and to teach them necessary skills to assist them in obtaining and maintaining employment. In addition, the CPC will award inmates with a technical college certificate of completion at the end of each module. This certificate allows inmates that may be released or transferred during the program, a chance to still be rewarded for each module completed. The certificates will be awarded by the individual technical college participating in the CPC at each facility.

The four modules are as follows and will be explained in more detail throughout this capstone:

- Job Readiness and Office Etiquette
- Personal Finances and Financial Management
- Basic English, Grammar, and Writing Skills
- Netiquette and Basic Computer Skills.

The Career Preparation Capstone, will fulfil the requirements for students completing the Criminal Justice Technology Associates Degree at any of the

Technical College System of Georgia (TCSG) schools. Students will enroll in the semester-long course (16 weeks), which will be offered each semester. It will be at the discretion of the individual TCSG school on which institution the students will be visiting.

If approved by TCSG, the CPC will be available for all TCSG colleges and for implementation in jails and prisons across the state. TCSG criminal justice instructors will need preapproval from the specific jail or prison to implement. In order to obtain approval, instructors should contact the warden and training department at the jail or prison they wish to implement the program. The facility will let instructors know if they are interested in the program and what the approval process is. Students will be permitted access with their instructor but will need a driver license or school identification card at each visit and must walk through a metal detector. Timely access is desired but is at the discretion of the correctional facility based on the number of visitors that may be entering the facility at the same time.

The four modules will provide inmates with skills and information useful to them upon their release. For example, the Personal Finances and Financial Management module will cover topics such as budgeting and how to balance a checkbook properly. Students will develop SMART (Specific, Measurable, Attainable, Relevant, Timely) Goals for their finances, create a mock budget, and learn the difference between debt and healthy credit.

The Job Readiness and Office Etiquette module will include topics such as resume writing, interviewing skills, hiring processes, punctuality, dress code, and proper business conduct. Students will create their resume and demonstrate their knowledge of interview skills by participating in mock interviews.

The Basic English, Grammar, and Writing Skills module will teach basic writing skills and explain the importance of not using slang in email and memo writing. Students will demonstrate appropriate word choice in provided sentences based on synonyms, antonyms, and basic comparisons/analogies. In addition, students will write short papers and an article review and have the opportunity to assist in proofreading other student's work.

The fourth module, Netiquette and Basic Computer Skills, will teach students basic word processing skills, the history of the internet and social media, and internet safety. Through the use of PowerPoint slides, students will be shown examples of social media and will have the opportunity to describe proper and improper uses of the internet and social media.

These modules will provide inmates with the necessary skills to aid them in seeking employment possibilities, filling out applications, interviewing, and then learning how to function appropriately in a workplace. Many inmates, especially those who have been incarcerated for many years, do not have the social or technical skills to perform successfully in a place of business or society. Inmates become accustomed to the prison life and the schedule that is maintained at their correctional facility, which is vastly different from that of a business. Typically, inmates spend

much of their day in one housing unit and might be permitted to be outdoors for one hour. Everything that inmates need is provided for them in the housing unit or their cell. There is not much of a need for responsibility while incarcerated, other than being accountable for one's actions. Inmates interviewed who completed prison education programs claim that they felt more prepared to be released and while earning college credit was a benefit, learning about social skills, budgeting, parenting, and technology were most useful (Crabtree, Ohm, Ray & Wall, 2016).

Once the four modules are successfully completed, the inmate will earn the Career Preparation Capstone Certificate of completion. The certificate will be awarded by the TCSG college, which resides in the jurisdiction of the jail or prison. For example, inmates completing the CPC at the Georgia Diagnostic and Classification State Prison located in Jackson, GA will receive their certificate from Southern Crescent Technical College. Having the CPC certificate will assist inmates in obtaining employment because it shows initiative on their part, which should also increase the likelihood of getting hired. The purpose of the certificate, coupled with the business and life skills that the inmates will acquire, is to assist them in maintaining their employment.

Research supports prison education programs and the correlation between corrections education and reduced recidivism (Sedgley, et al, 2010; Esperian, 2010; Duke, 2018). Correctional education and training are topics that continue to be extensively researched (Duke, 2018). For example, Derrick, Scott, Sedgley, & Williams (2010) point out that even if an inmate does not complete an education



program while incarcerated due to the timing of their release, they can still be an asset to an employer. Since participation in prison education programs is voluntary, it shows initiative on behalf of the inmates to enroll in the program as well as good work ethics and the desire to better themselves. There are 23 states that have adopted the “ban the box” program, which is an initiative encouraging employers to consider the education and work experience an offender has versus automatically denying them employment due to their criminal history (Von Bergen & Bressler, 2016). Ban the Box is also a movement in higher education that will benefit released inmates in continuing their education as a college education is becoming more accessible to students who have a criminal history, including felony convictions (Moody, 2020).

**What is the core of the capstone?**

The core of this capstone is the development of a program to benefit the Technical College System of Georgia criminal justice students as well as inmate students who participate. The Career Preparation Capstone (CPC) provides technical college students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. In addition, the CPC will award inmates with a technical college certificate of completion at the end of each module. This allows inmates that may be released or transferred during the

program, a chance to still earn certificates for each module completed. The certificates will be awarded by the individual technical college participating in the CPC in each facility.

### **Prison Education: Brief History**

Literature was reviewed and will be used to provide an overview of the various benefits of prison education in the United States. Prison education in the United States began in 1773, when the first official jail was built, the Walnut Street Jail in Philadelphia, Pennsylvania. It was later named the Walnut Street Prison. A clergyman at the time, William Rogers, was the first person to bring education into a correctional setting (Prigg, 2017). The idea was to provide the inmates with literacy education in an attempt to rehabilitate them. Rogers believed if the inmates left the prison with the ability to read and write, they would have a better chance of gaining employment and would not return to a life of crime (Prigg, 2017).

### **Correctional Education Participation and Reduced Recidivism**

While examining the benefits of participation in correctional education programs, there is a direct correlation between prison education and reduced recidivism rates. Research indicates 95% of inmates will be released back into society at some point (Hall, 2015). Recidivism is defined as “a tendency to relapse into a previous condition or mode of behavior, especially relapse into criminal behavior” (“Recidivism,” n.d.). Research does not have one solid definition of recidivism. While it is understood that a recidivist is someone who served prison time, was released, and then reentered the prison system, some states count parole violations

into their research on recidivism rates (Rose & Rose, 2014). For the purpose of this capstone, recidivism will be defined as an offender who served their prison sentence, was released, and then at some point, was re-arrested and reincarcerated for a new offense. Statistics show that inmates who participate in prison higher or technical education programs are 43% less likely to commit crime(s) after they are released into society (Brown, 2015; Cochran, 2014, Derrick, Scott, Sedgley, & Williams, 2010; Hall, Harger & Stansel, 2015). This is evidence that educational programs in correctional settings, when implemented properly, are an effective way to reduce the number of people returning to a life of crime once they are released. Without providing inmates with any type of education or job training, states that do not participate in prison education are perpetuating the already high recidivism rates. It is beneficial for these inmates to be given the opportunity to participate in some type of adult or higher education programs in order for their reentry into society to have the best possible likelihood of success (Gehring, 1997).

There are research studies analyzing the benefits of prison education programs, and the majority agree that providing educational classes is a benefit to the inmate while they are incarcerated, as well as when they are released. If an ex-offender returns to society, obtains and maintains employment, and does not recidivate, this benefits the community. The United States has the highest prison population in the world with over 1,430,800 adults incarcerated (Carson, 2020) and 76.6% of released inmates will return to prison within five years of their release (Reese, 2019).

As of 2016, in the United States, only 35% (approximately 641 out of 1,833) of all state prisons were offering higher education programs (Bender, 2018).

Currently, in Georgia, inmates are required to attend a one-hour lecture before they are released that covers financial management and the available social services. This lecture is “very brief and basically just checks off a box so that inmates are eligible for release” (Dr. Allred, personal communication, September 11, 2020). “Inmates attending courses on a voluntary basis are typically more invested and meaningfully engaged. They might initially come for the wrong reasons but stay for the right ones” (Dr. Allred, personal communication, September 11, 2020). There are a variety of reasons that inmates choose to participate in prison education programs. Some inmates are trying to show their family members that they are making good use of their time. Others have future employment opportunities in mind, while some are trying to avoid boredom. Some inmates have the opportunity to earn “good time” credit, which reduces the length of their sentence if they participate in programs offered, and some actually do want to obtain an education so that they have a better chance of becoming a productive member of society once released (Rafay, 2012). Education is also a positive way for inmates to occupy their time and not succumb to the destructive prison subculture. The negative subculture in prisons includes but is not limited to gang activity, drugs, violence, weapons, or other contraband and unscrupulous activities.

The relationship between recidivism rates of inmates who have learning disabilities, such as dyslexia, Attention Deficit Hyperactivity Disorder, Obsessive-

Compulsive Disorder, and Oppositional Defiance Disorder, and those who do not have any disabilities, has also been analyzed. Research indicates that 30 to 50% of the entire prison population (approximately 429,240 – 715,400 of 1,430,800 inmates) in the United States has a documented learning disability (Koo, 2016). With that significant percentage of inmates, it is important that a prison education program tailor its curriculum to meet the specific needs of each inmate. If a program does not cater to inmates with learning disabilities, it may result in lower participation rates overall. The Career Preparation Capstone will provide one-on-one instruction to inmates, regardless of whether a documented disability exists. Inmates are not likely to participate in a general education program if they have a learning disability due to fear of being bullied or ostracized (Koo, 2016). Students learn in different ways, so it is important to have small class sizes, where students can get more individualized attention to achieve the best results (Koo, 2016).

Additional research compares state prison systems with the federal system, noting that in federal prisons, inmates must test at a high school reading level before they can participate in any higher education programs. If they do not meet the requirements to be eligible for the higher education program, but they still want to obtain an education, they are placed in basic adult education or GED classes until they are able to test on the appropriate reading level (Koo, 2016). Currently, state and federal prisons have GED programs for inmates who do not have a high school diploma (TBS Staff, 2019). In many prisons, the GED programs are mandatory (TBS Staff, 2019).

Most of the research that is in support of prison education programs focuses on the benefits to the inmate as well as to the community where they will reside upon release. As stated earlier, 95% of inmates are eventually going to be released into society. Of those 95% of released inmates, 70 to 85% of them will recidivate and return to prison within five years. However, the recidivism rates of inmates who received some type of education or vocational training while they were incarcerated are 43% lower (Schenck-Fontaine, 2017; Esperian, 2010; Hall, Harger, Stansel, 2015; Sedgley et al., 2010). As Esperian (2010) states, “prison-based education is the single most effective tool for lowering recidivism” (p. 324). Not only does an education assist former inmates with obtaining and maintaining employment, but it also provides them with a positive atmosphere versus the mundane daily routine of the prison. When former inmates do not have stable employment, they are more likely to return to previous habits and hang out with their former group of friends who contributed to their previous criminal activity (Esperian, 2010).

In 2019, Pelletier & Evans interviewed 18 former inmates about their experiences with prison education. Of the 18 interviewees, seven obtained a master’s degree, seven obtained a Bachelor’s degree, three obtained an Associate’s degree, and the other did not complete a degree program but participated in some of the classes offered (Pelletier & Evans, 2019). Those interviewed reported that they made connections with their inmate peers, improved communication skills, developed integrity and confidence, and learned the importance of positive human interaction (Pelletier & Evans, 2019). As of 2019, out of the 18 men in the study, 13 have

maintained employment since their release dates, and the remaining five continue to search for jobs. “The findings from this study support the expansion of higher education programs in prisons. The outcomes of higher education programs in prisons extend beyond classroom learning and academic achievement” (Pelletier & Evans, 2019, p. 65).

### **Cost and Benefits of Prison Education**

Approximately 75 billion United States tax dollars currently go to the prison system solely to house and feed inmates. Adding prison education programs is cost-effective because eventually, the annual amount spent to house inmates will be decreased by reducing recidivism costs (Education and vocational training, 2013).

The Department of Justice (2018) estimates that the nationwide annual savings for each inmate that does not recidivate is \$35, 400 (Duke, 2018). To put the cost into perspective, “approximately 1,505 potholes could be repaired for every inmate who does not recidivate” (Duke, 2018, p. 56).

Another important reason for taxpayers to have a vested interest in the prison system is that the majority of inmates will be released back into society. “The greatest obstacle to reducing recidivism is the lack of resources such as drug rehab programs, work release programs, not only cost-wise but getting the citizenry to not oppose the concept, to change the ‘not in my backyard’ syndrome” (Esperian, 2010, p. 330). Not in my backyard (NIMBY) is an opposition to community corrections. People who share this philosophy do not advocate having former inmates living in their community. Nor do they want to be working with convicted felons or want there to be

rehabilitation facilities in the area where they reside. This philosophy can be problematic because released inmates need to have a stable residence upon their release to obtain employment. In general, the key is to not only educate inmates but the public as well. If the general public understood the benefits, both community-wide and financially, of educating inmates, more people might accept the idea of education programs in the prison system (Taylor, 2017).

Cost and funding are always important factors to consider. In lieu of additional tax deductions, there are some federal programs available that will offer grants to prisons in order to implement and support education programs. One of the programs is called the Improved Reentry Education (IRE) program (Correctional education, 2017). In 2015, this program provided grants to nine facilities to implement different prison education programs. These facilities ranged from community colleges to a university and to the Pennsylvania Department of Corrections. These were chosen because they offer prison education and reentry programs focusing on female populations and targeting young men of color (Correctional Education, 2017). The focus of IRE is to provide educational resources to prison populations that may otherwise be overlooked. Another federal program for prison education offered by the United States Department of Education is the Second Chance Pell Pilot Program. This pilot program intends to provide state and federal correctional facilities grant money to offer higher education courses. The program began in 2015, with 12,000 students in 26 states. As of April 2020, 67 new institutions were added, allowing for an additional 12,000 incarcerated students to



benefit (U.S. Department of Education, 2020). Former United States Secretary of Education, Betsy DeVos, visited several correctional facilities and stated that she has seen “first-hand the transformative impact this experiment (Second Chance Pell grant) has on the lives of individuals who are incarcerated” (United States Department of Education, 2020, para 2). This grant money helps facilitate higher education programs for either adult or technical education, by providing Pell Grants to inmates in federal and state prisons to pursue their education while incarcerated (United States Department of Education, 2020). The Second Chance Pell Grant program hopes to continue to increase the amount of funding that it can provide to prisons in the future.

### **Implementing Prison Programs and Course Offerings**

When implementing an education program in a correctional facility, there is a lot to consider. In 2010, a study was conducted examining the challenges and opportunities of implementing post-secondary academic programs in state prisons. The methodology was a series of surveys administered at the beginning of the programs and the one-year mark. Borden et al. followed up on the surveys with focus groups and individual interviews. The programs were studied at 38 state prisons in five states (Borden, Meyer, Fredericks & Richardson, 2010). Prison staff reported that participants had improved communication skills, reduced behavioral problems, and increased self-confidence and grooming (Borden, Meyer, Fredericks & Richardson, 2010). The study found that the inmates enjoyed the motivating group atmosphere, the independence, and taking courses without paying or worrying about student loans.

Inmates also reported feeling respected by their peers and by prison staff, and as a result, the inmates took more pride in their physical appearance (Borden, Meyer, Fredericks & Richardson, 2010).

In 2011, California correctional facilities implemented the Prison Education Project (PEP). The PEP has served approximately 5,000 inmates “by providing academic, life skills and career development programming” (Reese, 2019, p, 687). Reese based the PEP model on the successful programs in Norway, Uganda, Singapore, and Scotland.

The PEP partners with local technical colleges and universities where they acquire many of their volunteers. The PEP is organized into three sections. In the first section, volunteers provide inmates with an academic orientation. The second section focuses primarily on math and literacy. However, those working on the third section (inmates scheduled to be released within 6 months) focus on “career development modules, such as resume building and job interview training” (Reese, 2019, p. 692). The PEP is offered twice each semester and is a seven-week program.

When permitted, prison educators use technology for the delivery of instruction for online educational resources and will teach the inmates how to use technology for employment and educational purposes appropriately. Of the 43 states with correctional education programs, only 12 use online resources; because the other prisons prohibit Internet use by inmates due to the lack of staff to adequately supervise each inmate on a computer (Chappell & Shippen, 2013).

Whether or not technology is permitted, there are various course topics that could be considered to serve the participating prison population best. There is a need for inmates to learn *soft skills* that will aid them in seeking employment. Soft skills include conflict resolution, communication, dependability, giving and receiving feedback, and managing stress. The instructor should include these topics in any adult or higher education curriculum taught in prisons (Garber, 2016). The Career Preparation Capstone will teach *soft skills* throughout each module by inmates working with each other and with the TCSG students. The idea behind implementing *soft skills* into courses is that it will provide inmates with a more well-rounded education that will assist them with reentry to society versus solely completing core courses like math or science (Hamilton, Martini, Fazio, & Hamarlund, 2017). Learning how to be a productive, crime-free member of society is an important lesson for inmates to learn. Inmates interviewed about their participation in employability skills courses reported positive results and that they felt more confident in applying to jobs upon their release as a result of the skills learned (Hamilton et al., 2017).

The need for inmates to learn skills to make them employable is critical. Skills such as communication, tolerance to diversity, punctuality, dependability, and stress management are imperative for inmates to possess to successfully acclimate to life outside of prison and in a work environment. According to Reese (2019):

America's criminal justice system has deteriorated to the point that it is a national disgrace. Its irregularities and inequities cut against the notion that we are a society founded on fundamental fairness. Our failure to address this

problem has caused the nation's prisons to burst their seams with massive overcrowding, even as our neighborhoods have become more dangerous. We are wasting billions of dollars and diminishing millions of lives. (p. 690).

Entrepreneur programs can also assist inmates with being able to obtain and maintain employment once released. These programs concentrate on how to start a business and how to be independent once released. Since most released inmates are convicted felons, the idea behind this topic is to teach the inmates how to recognize a good and legal business opportunity with the potential for success (Patzelt, Shepherd & Williams, 2014).

### **Higher Education Institutions and Prison Education**

Research indicates that technical colleges are better suited to meet the needs of the prison population. Technical colleges often have smaller class sizes than universities and focus on workforce training and teaching practical, hands-on skills such as applied sciences, cosmetology, horticulture, and welding. In general, these colleges are more accessible to correctional facilities because they are typically in more rural areas, so distance and transportation become less of an issue. Close proximity is beneficial for the instructors who will be commuting from the college to the prison to teach classes (Gaskew, 2015). For the utmost success of any prison education program, collaboration with local technical colleges is key, and the concerns and needs of all inmates should be considered when creating curriculum for such programs (Colaric, Ellis & McFadden, 2008).

The overall benefits of implementing prison education programs are evident. Not only are more people given the opportunity to obtain an education, but upon release from prison, those inmates who participated in or completed an education program are less likely to recidivate. With the number of people serving time in prison, it is beneficial for more states to implement some type of education program into their prisons. The costs of education programs are much less than the costs associated with offenders reentering the prison system. With the availability of grant money, specifically the Second Chance Pell Grant and student loans for those who qualify, cost becomes less of an issue. “Rather than spending more to house the growing prison population and to fund excessive rates of incarceration, federal and state governments should focus instead on supporting rehabilitation and reducing recidivism” (Bender, 2018, para. 3) by offering education programs.

**Who is the capstone meant to impact?**

The Career Preparation Capstone will impact Technical College System of Georgia criminal justice students as well as inmate students who participate. This benefits TCSG students by providing them the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. The Career Preparation Capstone will impact inmates who complete the modules because the skills and knowledge they acquire will aid them in seeking employment, going through an interview process, and obtaining a job. Inmates will also learn valuable

knowledge about finances, technology, appropriate internet use, and social media, as well as develop or enhance their writing skills and *soft skills*.

As a result of the inmate's intellectual growth, positive attitude, and maturity from completing the program, the corrections staff will also be positively impacted by having fewer problems with negative, violent, or destructive behavior among inmates (Rafay, 2012; Derrick, Scott, Sedgley, & Williams, 2010). Having inmates involved in education classes provide a safer environment for the inmates and the staff alike. (Dr. Allred, personal communication, September 11, 2020).

The businesses that hire the CPC graduates will benefit as well as the community in that area. Constituents in the area where the ex-offenders reside will also be positively impacted by not having released inmates living in their neighborhoods committing crimes in order to support themselves and their families.

### **How was the capstone project implemented?**

Upon approval by TCSG, the Career Preparation Capstone will be offered each semester at technical colleges in Georgia. TCSG criminal justice instructors will need preapproval from the specific jail or prison to implement. In order to obtain approval, instructors should contact the warden and training department at the jail or prison they wish to implement the program. The facility will let instructors know if they are interested in the program and what the approval process is. Students will be permitted access with their instructor but will need a driver license or school identification card at each visit and must walk through a metal detector. Timely

access is desired but is at the discretion of the correctional facility based on the number of visitors that may be entering the facility at the same time.

Students will be required to attend scheduled meetings at a jail or prison where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. In addition, the CPC will award inmates with a technical college certificate of completion at the end of each module. This allows inmates that may be released or transferred during the program, a chance to still earn certificates for each module completed. The certificates will be awarded by the individual technical college participating in the CPC in each facility. The topics of the modules are:

- Job Readiness and Office Etiquette
- Personal Finances and Financial Management
- Basic English, Grammar, and Writing Skills
- Netiquette and Basic Computer Skills.

These courses cover skills and information necessary for inmates to be successful upon their release back into society. The courses are written according to the Technical College System of Georgia standards.

The Personal Finances and Financial Management course will cover topics such as budgeting, balancing a checkbook, basic math, explaining various types of pay-periods, paying bills (both writing checks and online bill-pay options), creating

Microsoft Excel spreadsheets, and common applications used for purchasing items online and transferring money (PayPal, Venmo).

Job Readiness and Office Etiquette will cover how to fill out a job application, writing a resume properly, and interview skills. By the end of the course, each inmate will have a resume, will demonstrate their interview skills by participating in several mock interviews, will understand various hiring processes, the importance of punctuality, proper work attire, and appropriate business conduct. The course will also cover the appropriate way to act while in a work environment, whether they are working in an office, restaurant, warehouse, or any other type of environment. Inmates who complete this course will also learn the proper ways to answer phones, the importance of following their employer's policies, the need for maintaining a positive attitude at work, and that their actions outside of work must also be appropriate. Even when they are not working, there is still a standard they must uphold.

Basic English, Grammar, and Writing Skills will teach the inmates proper email etiquette, not using slang when writing, general grammar and punctuation, and writing a report in chronological order when given a mock situation. This course will also teach inmates how to use Microsoft Word to create, save, and print documents.

The Netiquette and Basic Computer Skills course will cover proper and appropriate Internet usage as well as provide examples of inappropriate use and the ramifications of those actions. Throughout this course, inmates will view slides of popular social media sites such as Facebook, Tik-Tok, Snapchat, and Instagram.



Inmate students will see screenshots of both positive and negative posts and, by the end of the course, will demonstrate their knowledge by creating a post to a mock social media site and responding to their peer's posts.

At the end of each course, inmates will demonstrate the information and skills learned by completing various types of assessments. By the end of the four modules, at a minimum, inmates should have successfully developed a resume which they will create, save, and print in Microsoft Word, create a spreadsheet with a mock budget and expenses, illustrate appropriate internet use on mock social media sites and search engines, and have successfully completed several mock interviews.

Due to inmates being transferred or released prior to course completion, inmates will earn a certificate after each module. That way, the inmates have the benefit of learning some skills and the opportunity to share their certificate with prospective employers even if they were unable to complete the entire program.

### **Why were the capstone and related strategies selected?**

Based on the research provided, not only do ex-offenders lack experience and education, but there are skills that most have never learned. The CPC will teach those skills that inmates commonly lack, such as *soft skills*, interview skills, resume writing, how to write attainable goals, financial management, basic English and grammar, netiquette, and basic computer skills. If these skills and qualities were learned pre-release, former inmates would have an advantage and an easier time obtaining and maintaining employment. As a result, recidivism rates are diminished, former inmates are working, and less crime means fewer victims of crime.

For the criminal justice students at TCSG, gaining field experience is valuable because it allows students to narrow down their career path. The field of criminal justice is broad and has various career opportunities ranging from court services workers to local law enforcement, corrections, and federal agencies. Having the opportunity to complete the CPC program, will provide students with an in-depth look into how jails and prisons operate and will help them determine if corrections is an area they want to pursue.

**When was the capstone implemented?**

I have submitted the course to the Associate Dean of Business and Technical Studies at Chattahoochee Technical College, who approved the course and sent it to the Dean over the division. Once the dean approves the course, it will be submitted to the Vice President of Academic Affairs. Upon the VPAA's final approval of the Career Preparation Capstone course, it will be submitted to TCSG for final approval. My goal is to have this completed by December 2021 so that the college could implement the course in the fall of 2022. The approval process can take anywhere from two weeks to two months. At the time that I receive a decision, if approved, the CPC will be added to the college catalog and into TCSG's database of available programs and courses.

I have already received approval from the three largest counties surrounding Chattahoochee Technical College that I can implement this program into their adult detention centers as soon as I receive TCSG approval. I visited each facility and met with the command staff and training coordinators to discuss the program in detail.

Everyone was excited about the possibility of having this program and offered to write letters to TCSG on my behalf to offer their support of the CPC program. Each semester the program will be offered at a different jail, and we will rotate to teach at each of the three facilities one semester per year.

### **Impact of the Capstone**

This capstone will impact the students enrolled in Criminal Justice at participating TCSG institutions and establish a better understanding of what life is like on the “inside.” These students will also have the opportunity to acquire teaching skills while helping reduce the stigma that often comes with being an inmate.

The state of Georgia and the Georgia Department of Corrections will also be positively impacted by reduced recidivism rates and less money spent on corrections.

Finally, the inmates participating in the program will be the most impacted by having the opportunity to gain valuable knowledge that will assist them with obtaining and maintaining employment. All with the goal of having ex-offenders remain in the community upon their release and not entering the prison system again.

### **Limitations of the Study**

This capstone is limited in scope as it will focus solely on one state, Georgia.

The way that the CPC is currently set up is limited to the Technical College System of Georgia schools and the individual correctional facilities who participate.

Currently, there is approval from Cobb County Corrections Department, the Cherokee County Adult Detention Center and Douglas County Jail. The capstone will also be limited due to self-selection bias because the inmates ‘participation is strictly

voluntary. The Career Preparation Capstone could eventually be implemented in other states and would not require revisions other than the verbiage for each college adding the program.

## **Reflections**

The process of developing the Career Preparation Capstone has been grueling but exciting. My passion for prison education goes all the way back to the late 1990's when I was at Temple University. I remember sitting in the advisor's office and her asking me what interested me that I could possibly major in. I told her that nothing involving academics was interesting and that I did not plan on going to college to do four years of homework! So, I told her the only thing interesting to me was serial killers and the overwhelmingly high crime rates in our country. At that time, she suggested I major in criminal justice, I had no idea that was even an option. I must have been absent the day in high school when they discussed college majors. Anyway, I began my college journey and was surprised I was actually enjoying learning about the justice system and did not even mind doing homework. Of course, this was back in the days without internet, so I had to go to an actual library to conduct research.

Throughout my undergraduate studies, I was able to volunteer at the Crime & Justice Research Institute, completed an internship at the Philadelphia Family Courthouse in juvenile probation, and completed the Inside-Out program at the Philadelphia Industrial Correctional Center. This is where my passion for prison education truly began. Throughout this semester-long program, I was able to work

with inmates on different community service type projects. As I was meeting with the inmates each week, I would discuss with them their plans post-release. There was an overwhelmingly high response for the number of inmates that wished to pursue their education as a result of participating in the Inside-Out program. This inspired me to conduct additional research on recidivism rates in the United States to determine if there was a correlation between correctional education and reduced recidivism. My suspicions were right, indeed there was a correlation, a strong one.

I graduated from Temple, moved to Georgia, and began working as a deputy for a local sheriff's office. After that, I moved to probation and began working as a probation officer. During my time at probation, I completed a master's degree program in hopes that I could start teaching criminal justice. All the while, I was still researching prison education throughout the United States and the impact it has on reducing recidivism rates. Shortly after graduating with my master's degree in criminal justice, I accepted a position as an instructor at a local technical college. Now, I could put my research to good use and spread the word about the importance of prison education.

Fast forward to 2018, I decided that I would begin applying to doctoral programs to complete my final educational goal of becoming a Doctor of Education. I was accepted at my number one choice, Morehead State University. It was here that I realized I could truly make a difference in the field of prison education. I was able to focus the majority of my research on prison education and recidivism rates. There was never a question of what I wanted to do for my capstone project, I wanted to

create a program for inmates in Georgia to benefit from education, which will lead to lower recidivism rates in the state. I began working with my committee chair, Dr. Nabb on perfecting what my vision was and it came to fruition as the Career Preparation Capstone program. Not only will this program assist inmates with obtaining and maintaining a job once released, but it will also benefit the college students who complete the program. It is bittersweet to finally have my program all laid out and ready for submission.

In the future, I would love to see this program expand into areas outside of the jurisdiction of TCSG and into all correctional facilities throughout the state. Eventually, the CPC program could expand into other states where inmates all over the country could benefit.



## New Course Proposal and Outline

### I. COURSE INFORMATION

#### A. Course prefix, number, title, credit hours

CRJU 2095 Career Preparation Capstone 3.0 credit hours

Module 1: Job Readiness and Office Etiquette

#### B. Approved major or program(s) where course will be offered.

This capstone will be exclusively available in the Criminal Justice Technology AAS degree program. This course will be a third option for students to choose from as their final course in the program. Currently, students can choose from CRJU 2090- Practicum or CRJU 2100- Internship.

#### C. Course description.

At the current time, when students have completed all of their required criminal justice courses, they can select either CRJU 2090 which is the Practicum course or CRJU 2100 which is the Internship course. In the practicum course, students learn the proper mechanics to writing a research paper. At the end of the course students demonstrate their criminal justice knowledge by researching and writing a 10–15-page paper on an approved topic of their choice. They are graded on content, grammar, and accuracy of APA. The second option students currently have is CRJU 2100, the Internship. For this course, students spend 135 hours at a law enforcement agency or in the court system working alongside professionals in the field where they are learning the daily responsibilities of working at that particular agency. The Career Preparation Capstone will give students a third option, for those wanting to work in the field of corrections. This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will

assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

**D. Prerequisites.**

CRJU 1010- Introduction to Criminal Justice

CRJU 1030- Corrections

CRJU 1040- Principles of Law Enforcement

CRJU 1068- Criminal Law

CRJU 1400- Ethics in Criminal Justice

CRJU 2020- Constitutional Law

CRJU 2050- Criminal Procedure

CRJU 2070- Juvenile Justice

**Complete 5 of the following elective courses:**

CRJU 1043- Probation/Parole

CRJU 1050- Police Patrol

CRJU 1052 Criminal Justice Administration

CRJU 1062- Criminal Investigations

CRJU 1063- Crime Scene Processing

CRJU 2060- Criminology

CRJU 2110- Homeland Security

FOSC 1206- Introduction to Forensics

FOSC 2014- Document & Report Preparation

FOSC 2028- Blood Stain Investigation

FOSC 2041- Latent Print Examination

FOSC 2033- Death Investigations



## **II. PURPOSE, GOALS, AND OBJECTIVES:**

### **A. State the purpose of the course.**

This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

### **B. Explain how the specific goals and objectives of the course relate to the mission statement of the college.**

The mission of Chattahoochee Technical College is to strengthen both individuals and businesses through workforce training. The vision of the college is to be embraced by its communities as they would traditionally embrace a two-year college, including a positive reputation, a range of offerings that match community expectations, a robust access to successful outcomes, and a Golden Rule culture.

The Career Preparation Capstone embodies the mission and vision of the college by providing students with workforce experience in the field of corrections. While the college students are working with the inmate students, they are upholding the core values of the college: integrity, effective communication, high expectations, leadership and initiative, innovation, positive attitude, self-respect, student focused, responsive to the community, and academic excellence.

### **C. Define how the course helps students to achieve competencies required for the program.**

**Program Purpose:** The associate of applied science degree in Criminal Justice Technology is a sequence of courses that prepares students to become law enforcement professionals. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of law enforcement theory and practical application necessary for successful employment. Program graduates receive a Criminal Justice Technology Associate of Applied Science degree. Graduates who are

currently working in the criminal justice field will enhance career potential. People entering the criminal justice field will be prepared to pursue diverse opportunities in law enforcement, corrections, security, investigations, and public protection.

**Program Requirements:** Field internships are an integral part of the criminal justice program. Intern/practicum sites may require prospective interns to complete an extensive background investigation questionnaire, submit to a criminal records check, and/or participate in drug screening. Failure to meet the requirements of these internship/practicum sites may prevent completion of the program. Students should consult the licensing or certification board corresponding to their intended occupations for more details. Successful completion of the program of study does not guarantee certification, licensure, or employment.

The Career Preparation Capstone aligns perfectly with the competencies for the Criminal Justice Associate Degree program. This experience will enhance student's knowledge in the field of corrections while providing them with the opportunity to teach others important skills and have a leadership role in that setting. Since students will not be working at the site independently, the same background process will not apply. The instructor will be facilitating the course and will always remain in the presence of the students. The only requirement for entrance into the facility is each student's identification (driver's license or school ID) and they will walk through a metal detector to ensure that no weapons or anything that could be perceived or used as a weapon are being brought into the facility.

**D. Describe how achievement of those competencies will be measured.**

After the lesson of the day is complete, students will be observed by the instructor as they are working with the inmates. The students will be assisting the inmates with anything that they did not understand from the lesson and working with them on the practical exercise of the day. The inmate students will demonstrate their understanding of the competencies by successfully completing outcomes for each measure. For example, inmates will create a resume and participate in mock interviews to demonstrate their knowledge of resume writing and interview skills.

### **III. NEED AND JUSTIFICATION**

#### **A. List any existing courses that will be replaced.**

This course will not replace any existing courses. Instead, this will be a third option for students who have completed all of their other required criminal justice courses and are qualified to take either the Practicum (CRJU 2090) or the Internship (CRJU 2100).

#### **B. Offer specific reasons for the development of this course.**

After working in the corrections field for several years, I saw firsthand the importance of inmates having life skills and how those skills would benefit inmates when they are released into society. In addition to the work experience that I have, I was able to be involved in a program called Inside-Out while I was at Temple University. This program required students to attend weekly class at a local correctional facility (Philadelphia Industrial Correctional Center). During class, we were paired with inmates and would work on projects together. In between meetings, the Temple students would complete the research for whatever the selected topic was and then go over results with the inmates the following week. This provided inmates with the opportunity to get a head start on education and when interviewed, they said they felt like “real people” and that they were not being judged in a negative manner.

Similar to the Inside-Out program, the Career Preparation Capstone will not only benefit the inmates by providing them with the necessary skills to obtain and maintain employment upon their release; but it provides students with valuable knowledge of the daily operations of a jail or prison and they also get to experience collaboration with inmates to gain a different perspective into how people can live very different lives yet come together with the same goal in mind and accomplish things together.

### **IV. PERSONNEL:**

#### **A. Faculty available and certified to teach this course.**

All full-time criminal justice faculty are able to teach this course.

#### **B. Identify external adjunct faculty, if appropriate.**

Since adjunct faculty are all working full-time in their respective fields, they are unable to facilitate the Career Preparation Capstone due to the time commitment requirement to be physically present at the facility each week during the semester.

**V. ADDITIONAL INFORMATION****A. Desired implementation date for the course.**

Fall 2022

**B. Desired section size and anticipated enrollment.**

Due to the jail/prison limitations on group sizes, the class can be no more than 15 people, so 14 seats available to students plus one instructor.

**C. Method of instruction (lecture, laboratory, individualized).**

The Career Preparation Capstone will be a combination of lecture, hands-on exercises, and individualized instruction.

**D. Additional facilities and special equipment needs for this course, if any.**

The first meeting for this course will be in a classroom on a Technical College System of Georgia campus, the remaining weekly meetings will be held at the selected jail or prison for that specific semester. There are no equipment needs for this course that the instructors will not already have access to.

**E. Use of technology. List any necessary software, hardware or equipment that will be needed and its estimated cost.**

A PowerPoint slide show will accompany the lecture and will be displayed from the instructors work laptop computer. The facility will provide a classroom with a projector where the instructor can connect their laptop. It is at the discretion of each facility on whether or not internet access will be provided for the instructor's use only.



## New Course Proposal and Outline

### I. COURSE INFORMATION

#### A. Course prefix, number, title, credit hours

CRJU 2095 Career Preparation Capstone 3.0 credit hours

#### Module 1: Job Readiness and Office Etiquette

#### B. Approved major or program(s) where course will be offered.

This capstone will be exclusively available in the Criminal Justice Technology AAS degree program. This course will be a third option for students to choose from as their final course in the program. Currently, students can choose from CRJU 2090- Practicum or CRJU 2100- Internship. Once enrolled in the Career Preparation Capstone (CPC) this module will be the first one covered.

#### C. Course description.

At the current time, when students have completed all of their required criminal justice courses, they can select either CRJU 2090 which is the Practicum course or CRJU 2100 which is the Internship course. In the practicum course, students learn the proper mechanics to writing a research paper. At the end of the course students demonstrate their criminal justice knowledge by researching and writing a 10–15-page paper on an approved topic of their choice. They are graded on content, grammar, and accuracy of APA. The second option students currently have is CRJU 2100, the Internship. For this course, students spend 135 hours at a law enforcement agency or in the court system working alongside professionals in the field where they are learning the daily responsibilities of working at that particular agency. The Career Preparation Capstone will give students a third option, for those wanting to work in the field of corrections. This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core

components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

The first module, Job Readiness and Office Etiquette will include topics such as resume writing, interviewing skills, hiring processes, punctuality, dress code, and proper business conduct. Students will create their resume and demonstrate their knowledge of interview skills by participating in mock interviews. This module also introduces job acquisition and retention skills.

This module will provide inmates with the necessary skills to aid them in seeking employment possibilities, filling out applications, interviewing, and then learning how to function appropriately in a workplace.

**D. Prerequisites.**

CRJU 1010- Introduction to Criminal Justice

CRJU 1030- Corrections

CRJU 1040- Principles of Law Enforcement

CRJU 1068- Criminal Law

CRJU 1400- Ethics in Criminal Justice

CRJU 2020- Constitutional Law

CRJU 2050- Criminal Procedure

CRJU 2070- Juvenile Justice

**Complete 5 of the following elective courses:**

CRJU 1043- Probation/Parole

CRJU 1050- Police Patrol

CRJU 1052 Criminal Justice Administration

CRJU 1062- Criminal Investigations

CRJU 1063- Crime Scene Processing

CRJU 2060- Criminology

CRJU 2110- Homeland Security

FOSC 1206- Introduction to Forensics

FOSC 2014- Document & Report Preparation

FOSC 2028- Blood Stain Investigation

FOSC 2041- Latent Print Examination

FOSC 2033- Death Investigations

## **II. PURPOSE, GOALS, AND OBJECTIVES:**

### **E. State the purpose of the course.**

This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module will provide inmates with the necessary skills to aid them in seeking employment possibilities, filling out applications, interviewing, and then learning how to function appropriately in a workplace.

### **F. Explain how the specific goals and objectives of the course relate to the mission statement of the college.**

The mission of Chattahoochee Technical College is to strengthen both Individuals and businesses through workforce training. The vision of the college is to be embraced by its communities as they would traditionally embrace a two-year college, including a positive reputation, a range of offerings that match community expectations, a robust access to successful outcomes, and a Golden Rule culture.

The Career Preparation Capstone embodies the mission and vision of the college by providing students with workforce experience in the field of corrections. While the college students are working with the inmate students,

they are upholding the core values of the college: integrity, effective communication, high expectations, leadership and initiative, innovation, positive attitude, self-respect, student focused, responsive to the community, and academic excellence.

**G. Define how the course helps students to achieve competencies required for the program.**

**Program Purpose:** The associate of applied science degree in Criminal Justice Technology is a sequence of courses that prepares students to become law enforcement professionals. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of law enforcement theory and practical application necessary for successful employment. Program graduates receive a Criminal Justice Technology Associate of Applied Science degree. Graduates who are currently working in the criminal justice field will enhance career potential. People entering the criminal justice field will be prepared to pursue diverse opportunities in law enforcement, corrections, security, investigations, and public protection.

**Program Requirements:** Field internships are an integral part of the criminal justice program. Intern/practicum sites may require prospective interns to complete an extensive background investigation questionnaire, submit to a criminal records check, and/or participate in drug screening. Failure to meet the requirements of these internship/practicum sites may prevent completion of the program. Students should consult the licensing or certification board corresponding to their intended occupations for more details. Successful completion of the program of study does not guarantee certification, licensure, or employment.

The Career Preparation Capstone aligns perfectly with the competencies for the Criminal Justice Associate Degree program. This experience will enhance student's knowledge in the field of corrections while providing them with the opportunity to teach others important skills and have a leadership role in that setting. Since students will not be working at the site independently, the same background process will not apply. The instructor will be facilitating the course and will always remain in the presence of the students. The only requirement for entrance into the facility is each student's identification (driver's license or school ID) and they will walk through a metal detector to ensure that no weapons or anything that could be perceived or used as a weapon are being brought into the facility.



**H. Describe how achievement of those competencies will be measured.**

After the lesson of the day is complete, students will be observed by the instructor as they are working with the inmates. The students will be assisting the inmates with anything that they did not understand from the lesson and working with them on the practical exercise of the day. The inmate students will demonstrate their understanding of the competencies by successfully completing outcomes for each measure. For example, inmates will create a resume and participate in mock interviews to demonstrate their knowledge of resume writing and interview skills.

**III. NEED AND JUSTIFICATION****C. List any existing courses that will be replaced.**

This course will not replace any existing courses. Instead, this will be a third option for students who have completed all of their other required criminal justice courses and are qualified to take either the Practicum (CRJU 2090) or the Internship (CRJU 2100).

**D. Offer specific reasons for the development of this course.**

After working in the corrections field for several years, I saw firsthand the importance of inmates having life skills and how those skills would benefit inmates when they are released into society. In addition to the work experience that I have, I was able to be involved in a program called Inside-Out while I was at Temple University. This program required students to attend weekly class at a local correctional facility (Philadelphia Industrial Correctional Center). During class, we were paired with inmates and would work on projects together. In between meetings, the Temple students would complete the research for whatever the selected topic was and then go over results with the inmates the following week. This provided inmates with the opportunity to get a head start on education and when interviewed, they said they felt like “real people” and that they were not being judged in a negative manner.

Similar to the Inside-Out program, the Career Preparation Capstone will not only benefit the inmates by providing them with the necessary skills to obtain and maintain employment upon their release; but it provides students with valuable knowledge of the daily operations of a jail or prison and they also get to experience collaboration with inmates to gain a different

perspective into how people can live very different lives yet come together with the same goal in mind and accomplish things together.

#### **IV. PERSONNEL:**

##### **C. Faculty available and certified to teach this course.**

All full-time criminal justice faculty can teach this course.

##### **D. Identify external adjunct faculty, if appropriate.**

Since adjunct faculty are all working full-time in their respective fields, they are unable to facilitate the Career Preparation Capstone due to the time commitment requirement to be physically present at the facility each week during the semester.

#### **V. ADDITIONAL INFORMATION**

##### **F. Desired implementation date for the course.**

Fall 2022

##### **G. Desired section size and anticipated enrollment.**

Due to the jail/prison limitations on group sizes, the class can be no more than 15 people, so 14 seats available to students plus one instructor.

##### **H. Method of instruction (lecture, laboratory, individualized).**

The Career Preparation Capstone- module 1 will be a combination of lecture, hands-on exercises, and individualized instruction.

##### **I. Additional facilities and special equipment needs for this course, if any.**

The first meeting for this course will be in a classroom on a Technical College System of Georgia campus, the remaining weekly meetings will be held at the selected jail or prison for that specific semester. There are

no equipment needs for this course that the instructors will not already have access to.

**J. Use of technology. List any necessary software, hardware or equipment that will be needed and its estimated cost.**

A PowerPoint slide show will accompany the lecture and will be displayed from the instructors work laptop computer. The facility will provide a classroom with a projector where the instructor can connect their laptop. It is at the discretion of each facility on whether or not internet access will be provided for the instructor's use only.



## New Course Proposal and Outline

### I. COURSE INFORMATION

#### A. Course prefix, number, title, credit hours

CRJU 2095 Career Preparation Capstone 3.0 credit hours

#### Module 2: Personal Finances and Financial Management

#### B. Approved major or program(s) where course will be offered.

This capstone will be exclusively available in the Criminal Justice Technology AAS degree program. This course will be a third option for students to choose from as their final course in the program. Currently, students can choose from CRJU 2090- Practicum or CRJU 2100- Internship. Once enrolled in the Career Preparation Capstone (CPC) this module will be the first one covered.

#### C. Course description.

At the current time, when students have completed all of their required criminal justice courses, they can select either CRJU 2090 which is the Practicum course or CRJU 2100 which is the Internship course. In the practicum course, students learn the proper mechanics to writing a research paper. At the end of the course students demonstrate their criminal justice knowledge by researching and writing a 10–15-page paper on an approved topic of their choice. They are graded on content, grammar, and accuracy of APA. The second option students currently have is CRJU 2100, the Internship. For this course, students spend 135 hours at a law enforcement agency or in the court system working alongside professionals in the field where they are learning the daily responsibilities of working at that particular agency. The Career Preparation Capstone will give students a third option, for those wanting to work in the field of corrections. This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core

components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

The second module, Personal Finances and Financial Management module will cover topics such as budgeting and how to balance a checkbook properly. Students will develop SMART (Specific, Measurable, Attainable, Relevant, Timely) goals for their finances, create a mock budget, and learn the difference between debt and healthy credit.

This module will provide inmates with the necessary skills to aid them in maintaining a household budget, setting goals and working on how to achieve those goals.

**D. Prerequisites.**

CRJU 1010- Introduction to Criminal Justice

CRJU 1030- Corrections

CRJU 1040- Principles of Law Enforcement

CRJU 1068- Criminal Law

CRJU 1400- Ethics in Criminal Justice

CRJU 2020- Constitutional Law

CRJU 2050- Criminal Procedure

CRJU 2070- Juvenile Justice

**Complete 5 of the following elective courses:**

CRJU 1043- Probation/Parole

CRJU 1050- Police Patrol

CRJU 1052 Criminal Justice Administration

CRJU 1062- Criminal Investigations

CRJU 1063- Crime Scene Processing

CRJU 2060- Criminology

CRJU 2110- Homeland Security

FOSC 1206- Introduction to Forensics

FOSC 2014- Document & Report Preparation

FOSC 2028- Blood Stain Investigation

FOSC 2041- Latent Print Examination

FOSC 2033- Death Investigations

## **II. PURPOSE, GOALS, AND OBJECTIVES:**

### **I. State the purpose of the course.**

This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module will provide inmates with the necessary skills to aid them in maintaining a household budget, setting goals and working on how to achieve those goals.

### **J. Explain how the specific goals and objectives of the course relate to the mission statement of the college.**

The mission of Chattahoochee Technical College is to strengthen both individuals and businesses through workforce training. The vision of the college is to be embraced by its communities as they would traditionally embrace a two-year college, including a positive reputation, a range of offerings that match community expectations, a robust access to successful outcomes, and a Golden Rule culture.

The Career Preparation Capstone embodies the mission and vision of the college by providing students with workforce experience in the field of corrections. While the college students are working with the inmate students, they are upholding the core values of the college: integrity, effective communication, high expectations, leadership and initiative, innovation,

positive attitude, self-respect, student focused, responsive to the community, and academic excellence.

**K. Define how the course helps students to achieve competencies required for the program.**

**Program Purpose:** The associate of applied science degree in Criminal Justice Technology is a sequence of courses that prepares students to become law enforcement professionals. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of law enforcement theory and practical application necessary for successful employment. Program graduates receive a Criminal Justice Technology Associate of Applied Science degree. Graduates who are currently working in the criminal justice field will enhance career potential. People entering the criminal justice field will be prepared to pursue diverse opportunities in law enforcement, corrections, security, investigations, and public protection.

**Program Requirements:** Field internships are an integral part of the criminal justice program. Intern/practicum sites may require prospective interns to complete an extensive background investigation questionnaire, submit to a criminal records check, and/or participate in drug screening. Failure to meet the requirements of these internship/practicum sites may prevent completion of the program. Students should consult the licensing or certification board corresponding to their intended occupations for more details. Successful completion of the program of study does not guarantee certification, licensure, or employment.

The Career Preparation Capstone aligns perfectly with the competencies for the Criminal Justice Associate Degree program. This experience will enhance student's knowledge in the field of corrections while providing them with the opportunity to teach others important skills and have a leadership role in that setting. Since students will not be working at the site independently, the same background process will not apply. The instructor will be facilitating the course and will always remain in the presence of the students. The only requirement for entrance into the facility is each student's identification (driver's license or school ID) and they will walk through a metal detector to ensure that no weapons or anything that could be perceived or used as a weapon are being brought into the facility.

**L. Describe how achievement of those competencies will be measured.**

After the lesson of the day is complete, students will be observed by the instructor as they are working with the inmates. The students will be assisting the inmates with anything that they did not understand from the lesson and working with them on the practical exercise of the day. The inmate students will demonstrate their understanding of the competencies by successfully completing outcomes for each measure. For example, inmates will create a mock budget/expenses and develop SMART goals.

**III. NEED AND JUSTIFICATION****E. List any existing courses that will be replaced.**

This course will not replace any existing courses. Instead, this will be a third option for students who have completed all of their other required criminal justice courses and are qualified to take either the Practicum (CRJU 2090) or the Internship (CRJU 2100).

**F. Offer specific reasons for the development of this course.**

After working in the corrections field for several years, I saw firsthand the importance of inmates having life skills and how those skills would benefit inmates when they are released into society. In addition to the work experience that I have, I was able to be involved in a program called Inside-Out while I was at Temple University. This program required students to attend weekly class at a local correctional facility (Philadelphia Industrial Correctional Center). During class, we were paired with inmates and would work on projects together. In between meetings, the Temple students would complete the research for whatever the selected topic was and then go over results with the inmates the following week. This provided inmates with the opportunity to get a head start on education and when interviewed, they said they felt like “real people” and that they were not being judged in a negative manner.

Similar to the Inside-Out program, the Career Preparation Capstone will not only benefit the inmates by providing them with the necessary skills to obtain and maintain employment upon their release; but it provides students with valuable knowledge of the daily operations of a jail or prison and they also get to experience collaboration with inmates to gain a different perspective into how people can live very different lives yet come together with the same goal in mind and accomplish things together.



**IV. PERSONNEL:****E. Faculty available and certified to teach this course.**

All full-time criminal justice faculty can teach this module.

**F. Identify external adjunct faculty, if appropriate.**

Since adjunct faculty are all working full-time in their respective fields, they are unable to facilitate the Career Preparation Capstone due to the time commitment requirement to be physically present at the facility each week during the semester.

**V. ADDITIONAL INFORMATION****K. Desired implementation date for the course.**

Fall 2022

**L. Desired section size and anticipated enrollment.**

Due to the jail/prison limitations on group sizes, the class can be no more than 15 people, so 14 seats available to students plus one instructor.

**M. Method of instruction (lecture, laboratory, individualized).**

The Career Preparation Capstone- module 2 will be a combination of lecture, hands-on exercises, and individualized instruction.

**N. Additional facilities and special equipment need for this course, if any.**

The first meeting for this course will be in a classroom on a Technical College System of Georgia campus, the remaining weekly meetings will be held at the selected jail or prison for that specific semester. There are no equipment needs for this course that the instructors will not already have access to.

**O. Use of technology. List any necessary software, hardware or equipment that will be needed and its estimated cost.**

A PowerPoint slide show will accompany the lecture and will be displayed from the instructors work laptop computer. The facility will provide a classroom with a projector where the instructor can connect their laptop. It is at the discretion of each facility on whether or not internet access will be provided for the instructor's use only.



## New Course Proposal and Outline

### I. COURSE INFORMATION

#### A. Course prefix, number, title, credit hours

CRJU 2095 Career Preparation Capstone 3.0 credit hours

#### Module 3: Basic English, Grammar, and Writing Skills

#### B. Approved major or program(s) where course will be offered.

This capstone will be exclusively available in the Criminal Justice Technology AAS degree program. This course will be a third option for students to choose from as their final course in the program. Currently, students can choose from CRJU 2090- Practicum or CRJU 2100- Internship. Once enrolled in the Career Preparation Capstone (CPC) this module will be the first one covered.

#### C. Course description.

At the current time, when students have completed all of their required criminal justice courses, they can select either CRJU 2090 which is the Practicum course or CRJU 2100 which is the Internship course. In the practicum course, students learn the proper mechanics to writing a research paper. At the end of the course students demonstrate their criminal justice knowledge by researching and writing a 10–15-page paper on an approved topic of their choice. They are graded on content, grammar, and accuracy of APA. The second option students currently have is CRJU 2100, the Internship. For this course, students spend 135 hours at a law enforcement agency or in the court system working alongside professionals in the field where they are learning the daily responsibilities of working at that particular agency. The Career Preparation Capstone will give students a third option, for those wanting to work in the field of corrections. This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core

components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module emphasizes the rules of grammar, punctuation, capitalization, subject/verb agreement, correct verb forms, spelling, writing, and revising skills for basic paragraph development. Students will develop a paper summarizing the main idea of a given topic and be graded on the above components.

**D. Prerequisites.**

CRJU 1010- Introduction to Criminal Justice

CRJU 1030- Corrections

CRJU 1040- Principles of Law Enforcement

CRJU 1068- Criminal Law

CRJU 1400- Ethics in Criminal Justice

CRJU 2020- Constitutional Law

CRJU 2050- Criminal Procedure

CRJU 2070- Juvenile Justice

**Complete 5 of the following elective courses:**

CRJU 1043- Probation/Parole

CRJU 1050- Police Patrol

CRJU 1052 Criminal Justice Administration

CRJU 1062- Criminal Investigations

CRJU 1063- Crime Scene Processing

CRJU 2060- Criminology

CRJU 2110- Homeland Security

FOSC 1206- Introduction to Forensics

FOSC 2014- Document & Report Preparation

FOSC 2028- Blood Stain Investigation

FOSC 2041- Latent Print Examination

FOSC 2033- Death Investigations

## **II. PURPOSE, GOALS, AND OBJECTIVES:**

### **M. State the purpose of the course.**

This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module emphasizes the rules of grammar, punctuation, capitalization, subject/verb agreement, correct verb forms, spelling, writing, and revising skills for basic paragraph development. Students will develop a paper summarizing the main idea of a given topic and be graded on the above components.

### **Explain how the specific goals and objectives of the course relate to the mission statement of the college.**

The mission of Chattahoochee Technical College is to strengthen both individuals and businesses through workforce training. The vision of the college is to be embraced by its communities as they would traditionally embrace a two-year college, including a positive reputation, a range of offerings that match community expectations, a robust access to successful outcomes, and a Golden Rule culture.

The Career Preparation Capstone embodies the mission and vision of the college by providing students with workforce experience in the field of corrections. While the college students are working with the inmate students, they are upholding the core values of the college: integrity, effective communication, high expectations, leadership and initiative, innovation, positive attitude, self-respect, student focused, responsive to the community, and academic excellence.

**N. Define how the course helps students to achieve competencies required for the program.**

**Program Purpose:** The associate of applied science degree in Criminal Justice Technology is a sequence of courses that prepares students to become law enforcement professionals. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of law enforcement theory and practical application necessary for successful employment. Program graduates receive a Criminal Justice Technology Associate of Applied Science degree. Graduates who are currently working in the criminal justice field will enhance career potential. People entering the criminal justice field will be prepared to pursue diverse opportunities in law enforcement, corrections, security, investigations, and public protection.

**Program Requirements:** Field internships are an integral part of the criminal justice program. Intern/practicum sites may require prospective interns to complete an extensive background investigation questionnaire, submit to a criminal records check, and/or participate in drug screening. Failure to meet the requirements of these internship/practicum sites may prevent completion of the program. Students should consult the licensing or certification board corresponding to their intended occupations for more details. Successful completion of the program of study does not guarantee certification, licensure, or employment.

The Career Preparation Capstone aligns perfectly with the competencies for the Criminal Justice Associate Degree program. This experience will enhance student's knowledge in the field of corrections while providing them with the opportunity to teach others important skills and have a leadership role in that setting. Since students will not be working at the site independently, the same background process will not apply. The instructor will be facilitating the course and will always remain in the presence of the students. The only requirement for entrance into the facility is each student's identification (driver's license or school ID) and they will walk through a metal detector to ensure that no weapons or anything that could be perceived or used as a weapon are being brought into the facility.

**O. Describe how achievement of those competencies will be measured.**

After the lesson of the day is complete, students will be observed by the instructor as they are working with the inmates. The students will be assisting the inmates with anything that they did not understand from the lesson and

working with them on the practical exercise of the day. The inmate students will demonstrate their understanding of the competencies by successfully completing outcomes for each measure. For example, writing a short paper summarizing the main idea of a given a topic and then proofreading other inmate student's papers with the guidance of TCSG students.

### **III. NEED AND JUSTIFICATION**

#### **G. List any existing courses that will be replaced.**

This course will not replace any existing courses. Instead, this will be a third option for students who have completed all of their other required criminal justice courses and are qualified to take either the Practicum (CRJU 2090) or the Internship (CRJU 2100).

#### **H. Offer specific reasons for the development of this course.**

After working in the corrections field for several years, I saw firsthand the importance of inmates having life skills and how those skills would benefit inmates when they are released into society. In addition to the work experience that I have, I was able to be involved in a program called Inside-Out while I was at Temple University. This program required students to attend weekly class at a local correctional facility (Philadelphia Industrial Correctional Center). During class, we were paired with inmates and would work on projects together. In between meetings, the Temple students would complete the research for whatever the selected topic was and then go over results with the inmates the following week. This provided inmates with the opportunity to get a head start on education and when interviewed, they said they felt like "real people" and that they were not being judged in a negative manner.

Similar to the Inside-Out program, the Career Preparation Capstone will not only benefit the inmates by providing them with the necessary skills to obtain and maintain employment upon their release; but it provides students with valuable knowledge of the daily operations of a jail or prison and they also get to experience collaboration with inmates to gain a different perspective into how people can live very different lives yet come together with the same goal in mind and accomplish things together.

**IV. PERSONNEL:****G. Faculty available and certified to teach this course.**

All full-time criminal justice faculty can teach this module.

**H. Identify external adjunct faculty, if appropriate.**

Since adjunct faculty are all working full-time in their respective fields, they are unable to facilitate the Career Preparation Capstone due to the time commitment requirement to be physically present at the facility each week during the semester.

**V. ADDITIONAL INFORMATION****P. Desired implementation date for the course.**

Fall 2022

**Q. Desired section size and anticipated enrollment.**

Due to the jail/prison limitations on group sizes, the class can be no more than 15 people, so 14 seats available to students plus one instructor.

**R. Method of instruction (lecture, laboratory, individualized).**

The Career Preparation Capstone- module 3 will be a combination of lecture, hands-on exercises, and individualized instruction.

**S. Additional facilities and special equipment need for this course, if any.**

The first meeting for this course will be in a classroom on a Technical College System of Georgia campus, the remaining weekly meetings will be held at the selected jail or prison for that specific semester. There are no equipment needs for this course that the instructors will not already have access to.



**T. Use of technology. List any necessary software, hardware or equipment that will be needed and its estimated cost.**

A PowerPoint slide show will accompany the lecture and will be displayed from the instructors work laptop computer. The facility will provide a classroom with a projector where the instructor can connect their laptop. It is at the discretion of each facility on whether or not internet access will be provided for the instructor's use only.



## New Course Proposal and Outline

### I. COURSE INFORMATION

#### A. Course prefix, number, title, credit hours

CRJU 2095 Career Preparation Capstone 3.0 credit hours

#### Module 4: Netiquette and Basic Computer Skills

#### B. Approved major or program(s) where course will be offered.

This capstone will be exclusively available in the Criminal Justice Technology AAS degree program. This course will be a third option for students to choose from as their final course in the program. Currently, students can choose from CRJU 2090- Practicum or CRJU 2100- Internship. Once enrolled in the Career Preparation Capstone (CPC) this module will be the first one covered.

#### C. Course description.

At the current time, when students have completed all of their required criminal justice courses, they can select either CRJU 2090 which is the Practicum course or CRJU 2100 which is the Internship course. In the practicum course, students learn the proper mechanics to writing a research paper. At the end of the course students demonstrate their criminal justice knowledge by researching and writing a 10–15-page paper on an approved topic of their choice. They are graded on content, grammar, and accuracy of APA. The second option students currently have is CRJU 2100, the Internship. For this course, students spend 135 hours at a law enforcement agency or in the court system working alongside professionals in the field where they are learning the daily responsibilities of working at that particular agency. The Career Preparation Capstone will give students a third option, for those wanting to work in the field of corrections. This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core

components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module introduces the fundamental concepts, terminology, and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use. Topics include introduction to computers, digital terminology and usage, operating systems, Internet and digital communication, word processing applications, spreadsheet applications, database applications, and presentation applications. Competencies will also be taught on the topics of computer information literacy, and communication skills for the workplace. Topics include computer terminology; introduction to digital devices and their uses; introduction to internet, email, and productivity tools; introduction to word processing, spreadsheet, and presentation software; and social media outlets.

**D. Prerequisites.**

CRJU 1010- Introduction to Criminal Justice

CRJU 1030- Corrections

CRJU 1040- Principles of Law Enforcement

CRJU 1068- Criminal Law

CRJU 1400- Ethics in Criminal Justice

CRJU 2020- Constitutional Law

CRJU 2050- Criminal Procedure

CRJU 2070- Juvenile Justice

**Complete 5 of the following elective courses:**

CRJU 1043- Probation/Parole

CRJU 1050- Police Patrol

CRJU 1052 Criminal Justice Administration

CRJU 1062- Criminal Investigations

CRJU 1063- Crime Scene Processing

CRJU 2060- Criminology

CRJU 2110- Homeland Security

FOSC 1206- Introduction to Forensics

FOSC 2014- Document & Report Preparation

FOSC 2028- Blood Stain Investigation

FOSC 2041- Latent Print Examination

FOSC 2033- Death Investigations

## **II. PURPOSE, GOALS, AND OBJECTIVES:**

### **P. State the purpose of the course.**

This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them necessary skills to assist them in obtaining and maintaining employment. The course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

This module introduces the fundamental concepts, terminology, and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use. Topics include introduction to computers, digital terminology and usage, operating systems, Internet and digital communication, word processing applications, spreadsheet applications, database applications, and presentation applications. Competencies will also be taught on the topics of computer information literacy, and communication skills for the workplace. Topics include computer terminology; introduction to digital devices and their uses; introduction to internet, email and productivity tools; introduction to word processing, spreadsheet and presentation software; and social media outlets.

**Q. Explain how the specific goals and objectives of the course relate to the mission statement of the college.**

The mission of Chattahoochee Technical College is to strengthen both individuals and businesses through workforce training. The vision of the college is to be embraced by its communities as they would traditionally embrace a two-year college, including a positive reputation, a range of offerings that match community expectations, a robust access to successful outcomes, and a Golden Rule culture.

The Career Preparation Capstone embodies the mission and vision of the college by providing students with workforce experience in the field of corrections. While the college students are working with the inmate students, they are upholding the core values of the college: integrity, effective communication, high expectations, leadership and initiative, innovation, positive attitude, self-respect, student focused, responsive to the community, and academic excellence.

**R. Define how the course helps students to achieve competencies required for the program.**

**Program Purpose:** The associate of applied science degree in Criminal Justice Technology is a sequence of courses that prepares students to become law enforcement professionals. Learning opportunities develop academic, occupational, and professional knowledge and skills required for job acquisition, retention, and advancement. The program emphasizes a combination of law enforcement theory and practical application necessary for successful employment. Program graduates receive a Criminal Justice Technology Associate of Applied Science degree. Graduates who are currently working in the criminal justice field will enhance career potential. People entering the criminal justice field will be prepared to pursue diverse opportunities in law enforcement, corrections, security, investigations, and public protection.

**Program Requirements:** Field internships are an integral part of the criminal justice program. Intern/practicum sites may require prospective interns to complete an extensive background investigation questionnaire, submit to a criminal records check, and/or participate in drug screening. Failure to meet the requirements of these internship/practicum sites may prevent completion of the program. Students should consult the licensing or certification board corresponding to their intended occupations for more details. Successful completion of the program of study does not guarantee certification, licensure, or employment.

The Career Preparation Capstone aligns perfectly with the competencies for the Criminal Justice Associate Degree program. This experience will enhance student's knowledge in the field of corrections while providing them with the opportunity to teach others important skills and have a leadership role in that setting. Since students will not be working at the site independently, the same background process will not apply. The instructor will be facilitating the course and will always remain in the presence of the students. The only requirement for entrance into the facility is each student's identification (driver's license or school ID) and they will walk through a metal detector to ensure that no weapons or anything that could be perceived or used as a weapon are being brought into the facility.

**S. Describe how achievement of those competencies will be measured.**

After the lesson of the day is complete, students will be observed by the instructor as they are working with the inmates. The students will be assisting the inmates with anything that they did not understand from the lesson and working with them on the practical exercise of the day. The inmate students will demonstrate their understanding of the competencies by successfully completing outcomes for each measure. For example, inmates will demonstrate proper and improper uses of Internet and social media platforms.

### **III. NEED AND JUSTIFICATION**

**I. List any existing courses that will be replaced.**

This course will not replace any existing courses. Instead, this will be a third option for students who have completed all of their other required criminal justice courses and are qualified to take either the Practicum (CRJU 2090) or the Internship (CRJU 2100).

**J. Offer specific reasons for the development of this course.**

After working in the corrections field for several years, I saw firsthand the importance of inmates having life skills and how those skills would benefit inmates when they are released into society. In addition to the work experience that I have, I was able to be involved in a program called Inside-Out while I was at Temple University. This program required students to attend weekly class at a local correctional facility (Philadelphia Industrial Correctional Center). During class, we were paired with inmates and would

work on projects together. In between meetings, the Temple students would complete the research for whatever the selected topic was and then go over results with the inmates the following week. This provided inmates with the opportunity to get a head start on education and when interviewed, they said they felt like “real people” and that they were not being judged in a negative manner.

Similar to the Inside-Out program, the Career Preparation Capstone will not only benefit the inmates by providing them with the necessary skills to obtain and maintain employment upon their release; but it provides students with valuable knowledge of the daily operations of a jail or prison and they also get to experience collaboration with inmates to gain a different perspective into how people can live very different lives yet come together with the same goal in mind and accomplish things together.

#### **IV. PERSONNEL:**

##### **I. Faculty available and certified to teach this course.**

All full-time criminal justice faculty can teach this module.

##### **J. Identify external adjunct faculty, if appropriate.**

Since adjunct faculty are all working full-time in their respective fields, they are unable to facilitate the Career Preparation Capstone due to the time commitment requirement to be physically present at the facility each week during the semester.

#### **V. ADDITIONAL INFORMATION**

##### **U. Desired implementation date for the course.**

Fall 2022

##### **V. Desired section size and anticipated enrollment.**

Due to the jail/prison limitations on group sizes, the class can be no more than 15 people, so 14 seats available to students plus one instructor.

**W. Method of instruction (lecture, laboratory, individualized).**

The Career Preparation Capstone- module 4 will be a combination of lecture, hands-on exercises, and individualized instruction.

**X. Additional facilities and special equipment needs for this course, if any.**

The first meeting for this course will be in a classroom on a Technical College System of Georgia campus, the remaining weekly meetings will be held at the selected jail or prison for that specific semester. There are no equipment needs for this course that the instructors will not already have access to.

**Y. Use of technology. List any necessary software, hardware or equipment that will be needed and its estimated cost.**

A PowerPoint slide show will accompany the lecture and will be displayed from the instructors work laptop computer. The facility will provide a classroom with a projector where the instructor can connect their laptop. It is at the discretion of each facility on whether or not internet access will be provided for the instructor's use only.



**Masks/Face Coverings**

Because social distancing cannot always be guaranteed, students, faculty, and staff must wear masks/face coverings in every instructional setting and academic support areas: Classrooms, Computer Classrooms, Labs, Offices, Success Centers, Open Labs, and Libraries. Only those individuals working alone will not be required to be masked in these settings.

Students are encouraged to provide their own masks/face coverings. A student who does not have a mask/face covering will be provided a mask by the College. Faculty will work with Public Safety and their supervisors to ensure masks are available for instructional settings. See further COVID-19 information below.

Any student wishing to request a disability-related accommodation in connection with CTC's mask policy should contact Disability Support Services:  
[Disability.Services@Chattahoocheetech.edu](mailto:Disability.Services@Chattahoocheetech.edu).

Any employee wishing to request a disability-related accommodation in connection with CTC's mask policy should contact [REDACTED] in Human Resources:

Individuals in these circumstances will be required to wear a face shield in instructional settings and/or when social distancing is not possible.

**Proctored Events**

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 20XX, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

**College Attendance Policy**

It is the student's responsibility to attend class—both in class and online—on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness must contact the instructor in advance, or provide notification as soon as possible. Instructors will establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. It is at the instructors' or programs' discretion whether final grades are affected by excessive absence and tardiness.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many

classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

**Health and Safety Statement: COVID-19**

The focus of Chattahoochee Technical College is the health and safety of its students, faculty, and staff. During the Fall semester, all members of the college community are required to follow health and safety guidelines as laid out by the Centers for Disease Control (CDC) and College personnel. Because social distancing cannot be guaranteed, the wearing of masks/face coverings while in classrooms, labs, and academic support areas on CTC Campuses is required.

Additional sections of courses and additional seats in courses will be taught online in the Fall to help accommodate those students who do not wish to attend classes in person. Additional sections of courses will be taught in Chattahoochee's CISCO rooms to allow synchronous/live time participation in classes without necessarily requiring physical presence on campus. Face-to-face classes will be taught with restricted group sizes, and no "double" sections will be taught face-to-face during Fall term. Academic Support will include a continuation of online tutoring and Advising to allow students and staff to reach students and meet needs without requiring physical presence.

If you have questions or concerns, please reach out to your instructors as early in the term as possible. All members of the college community are directed to stay at home and away from campus if they are showing signs of illness, and that includes course faculty. Students need to be prepared for communication from faculty and College leadership regarding class cancellations due to illness.

**Compliance**

The College is very committed to the health and safety of students, and therefore, in order for a student to participate and/or be present in any instructional setting or academic support activity, that student must abide by Chattahoochee's mask requirement. Faculty and staff will ensure that the requirement is clear, will provide or otherwise assist a student in procuring a mask, will make a good-faith effort to explain the importance of the requirement to health and safety efforts, and will treat any non-compliance as a potential violation of the College's Student Code of Conduct.

**COVID Self-Report Form**

This is the link to the [Chattahoochee COVID Self-report Form](#). This reporting form allows Chattahoochee employees, students, and visitors to notify the College about

individuals affected or potentially affected by COVID-19. Individuals who complete this form may be contacted by Chattahoochee's Exposure Control Coordinator, allowing the College to take preventative measures and offer available resources.

# CRJU 2095- Career Preparation Capstone Course Syllabus Fall Semester 20XX

## Instructor Information

Instructor Name Jennifer Combs

Email jcombs@chattahoocheetech.edu

Email Response Time I will respond within 24 hours except for weekends and holidays

Office Location and Hours Marietta Campus, F 116.5

Virtual: Monday/Wednesday/Friday 11:00-1:00 p.m.

Phone Number (770)528-XXXX

More about me If you would like to set up a meeting outside of my office hours, email me and we will set something up.

## Course Details

Course Name CRJU 2095- Career Preparation Capstone

Course CRN XXXXX

Course Format ☒Online ☒Hybrid ☐Web-Enhanced

Course Credit Hours 3.0

Course Contact Hours 2 hours per week

Course Meeting Days/ Times Weekly-date and time will vary based on facility restrictions

Campus/ Classroom 1<sup>st</sup> meeting will be on the Marietta campus, room B XXX; all remaining meetings will be at the correctional facility

Proctored Event Date/ Time I will set up mid-term virtual meetings with each of you individually.

### Proctored Event Location

**Course Materials** You will need to bring your driver's license or student identification card to each meeting.

## Course Information

**Course Description** This course provides students with the opportunity to experience the culture inside of a correctional facility for professional development and exposure to one of the core components of the criminal justice system, the field of corrections. Students will be required to attend scheduled meetings at a facility where they will assist inmates with life skills modules to help prepare them for reintegration to society and to teach them skills to assist them in obtaining and maintaining employment. Course will focus on the 10 attributes of work ethics: Appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork.

| Learning Outcomes                             |
|---|
| 1. Criminal Justice Theory Applications       |
| 2. Work Ethics                                |
| 3. Job Readiness and Office Etiquette         |
| 4. Personal Finances and Financial Management |
| 5. Basic English, Grammar, and Writing Skills |
| 6. Netiquette and Basic Computer Skills       |
|   |
|   |
|   |

## How your learning will be measured:

| Assignment/<br>Category       | Points/<br>Percent of<br>Total Grade | Details |
|-------------------------------|--------------------------------------|---------|
| No Show Assignment            | 10 points/5%                         | Due by: |
| Practical Exercises<br>Review | 50 points/27%                        | Due by: |
| Capstone Exam                 | 25 points/14%                        | Due by: |
| Final Paper                   | 100 points/54%                       | Due by: |
|                               |                                      |         |

### Grading Policies for this course

|  |
|--|
| Grading Policies   |
| Additional assignments may be added and graded throughout the semester at the instructor's discretion. |
|  |
|  |

### College Grading Scale

Grades are issued at the end of each semester. All grades earned will be reflected on, and remain on, the official academic transcript. The following grade scale is used:

| Grade | Numerical Score | Rating       | Quality Points |
|-------|-----------------|--------------|----------------|
| A     | 90-100          | Excellent    | 4.0            |
| B     | 80-89           | Good         | 3.0            |
| C     | 70-79           | Satisfactory | 2.0            |
| D     | 60-69           | Poor         | 1.0            |
| F     | 0-59            | Failing      | 0.0            |

|   |
|---|
| Instructor policies   |
| Due dates for all assignments are listed on the syllabus. I will not accept any late assignments unless PRIOR notice is given and an alternate arrangement is made. Online assignments are due each Sunday, no later than 11:59 p.m. I do not suggest waiting until the last minute to complete assignments in the event of connectivity or other potential issues. |
|   |
|   |
|   |

### College Attendance Policy

It is the student's responsibility to attend class – both in class and online – on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness should contact the instructor in advance, or provide notification as soon as possible. Instructors may establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. Final grades may be affected by excessive absence and tardiness. It is at the instructor's discretion whether final grades

are affected by excessive absence and tardiness. Instructors may establish a participation grade based on a student's attendance.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

### Instructor Attendance Policy

This is college and you are expected to be in class each week, except for designated days that are listed on your syllabus. Do not come to class late, there will be traffic and probably a wreck or construction somewhere so plan accordingly.

### Class Schedule/ Assignments/ Due Dates

| Dates/ Week | Modules Covered/Assignments   | Due Dates       |
|-------------|---|-----------------|
| XX-XX-XX/1  | No Show Quiz in Lessons tab<br>On-campus Orientation  | No-show due:    |
| XX-XX-XX/2  | Meet at XYZ Jail or Prison<br>Introductions<br>Orientation to the program<br>Review Syllabus & Objectives |                 |
| XX-XX-XX/3  | Module 1: Job Readiness & Office Etiquette  |                 |
| XX-XX-XX/4  | Module 1 Continued<br>Resume Writing  | Resume Due      |
| XX-XX-XX/5  | Module 1 Continued<br>Practice Interviews   | Mock Interviews |
| XX-XX-XX/6  | Module 1 Finish<br>Mock Interview Board<br>Certificates issued for Module 1 completion                    | Mock Interviews |
| XX-XX-XX/7  | Module 2: Personal Finances & Financial Management<br>FDIC units 1 & 2                                    |                 |
| XX-XX-XX/8  | Module 2 Continued  | Mock Budget Due |

| Dates/ Week | Modules Covered/Assignments  | Due Dates                             |
|-------------|--|---------------------------------------|
|             | FDIC units 3 & 4<br>Mock Budgets   |                                       |
| XX-XX-XX/9  | Module 2 Continued<br>FDIC units 5, 6, & 7<br>Creating SMART Goals   | SMART Goals Due                       |
| XX-XX-XX/10 | Finish Module 2<br>Certificates issued for Module 2 completion   |                                       |
| XX-XX-XX/11 | Module 3: Basic English, Grammar, & Writing Skills<br>Writing Assignment                                   | Writing Assignment Due                |
| XX-XX-XX/12 | Module 3 Continued<br>Proofreading & Editing   |                                       |
| XX-XX-XX/13 | Finish Module 3<br>Article Review Paper<br>Certificates Issued for Module 3 completion                     | Article Review Due                    |
| XX-XX-XX/14 | Module 4: Netiquette & Basic Computer Skills<br>Microsoft Word Overview<br>Accessing the Internet 101      |                                       |
| XX-XX-XX/15 | Finish Module 4<br>Social Media Overview<br>Internet Safety<br>Certificates Issued for Module 4 completion | Social Media and Internet Safety Test |
| XX-XX-XX/16 | Career Preparation Capstone Certificates issued<br>Celebration<br>Program Debrief and Analysis             |                                       |

## Other Course/ Program Information

### Student Support Services to help you succeed

#### Student Email Account/ Methods of Communicating

Upon being admitted to the College, Chattahoochee Tech will create a unique email account for each student. Once created, email will be the primary and official means of communication between the college and the student. Students should not use personal email addresses for correspondence with the College.



This policy applies to students who are enrolled or eligible to register. It does not apply to Continuing Education or GED students who do not receive CTC email addresses.

In emergencies or for other limited circumstances, the College may use a student's personal email address for correspondence.

More information about Student email and OneDrive is available on the college website.

### [Library/ Information Resources](#)

Libraries are located on all campuses. Library hours and locations are posted on the Library's Web page under [Library contacts and hours](#).

The library is a member Lyrasis which provides access to materials in libraries throughout Georgia, the east, and the southeast for inter-library loans.

The library participates in GALILEO, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or web directories.

The library also maintains cooperative agreements with Technical College System of Georgia Libraries, Georgia Highlands College Library, Kennesaw State University Libraries, and Reinhardt University Library. These agreements allow Chattahoochee Technical College faculty and students to borrow materials from these campus libraries upon presentation of a current Chattahoochee Technical College photo ID.

### [Open Computer Labs](#)

Computers for general use by students are provided on all campuses either in a separate lab or in conjunction with the Library or Success Centers. Students will need a current, validated student ID card to use the labs. Student printing is monitored at Chattahoochee Technical College, and prints will be limited each term. For more information, visit the Student Printing page of the catalog.

### [Student Printing Policy](#)

Chattahoochee Technology College provides printing resources in support of research and education with the use of computers and other instructional devices. To become more environmentally friendly, CTC imposes printing limits on materials printed by

students. Each enrolled credit student will have a set number of free prints, with the ability to purchase additional prints when the initial allocation is exhausted.

### [Academic Success Centers](#)

Academic Success Centers are available at all campuses for Chattahoochee Technical College students except the Austell Campus. Tutoring is available in English, math, anatomy and physiology, chemistry, and reading. Tutoring in other subjects may be arranged depending upon availability of tutors. Tutoring is free to CTC students. The College also provides an online tutoring service where CTC students may access tutorials and many other resources to help them with their learning. Information about specific campuses' contacts and hours can be found on the [Academic Success Centers web page](#).

### [Blackboard Information](#)

**Step 1** – One way to access [Blackboard](#) is to go directly to its URL.

**You can also access Blackboard through the student portal at [My CTC - Link to Blackboard](#)**

**Step 2:** Click "Online Resources" tab at the top of the page.

**Step 3:** Click "Getting Started with Blackboard" in the blue navigation ribbon at the top of your screen to learn how to log in, reset your password, and enroll yourself into the Blackboard Student Orientation course.

**Step 4:** Set up and become familiar with your CTC student email account. You must have access to this email account in order to reset your Blackboard password and receive email from your instructors inside and outside Blackboard. Click "CTC Student Email" in the blue navigation ribbon at the top of your screen.

**Step 5:** return to the "Landing Page" at the top of your screen, log into Blackboard, and enroll yourself into the Student Orientation course.

### [Equity Statements](#)

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

Chattahoochee Technical College is committed to providing accessible education to all students. We are working toward making our electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. More information on Section 508 and the technical standards can be found at [www.section508.gov](http://www.section508.gov)

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Title IX Coordinator: [REDACTED], Marietta Campus, 980 South Cobb Drive, Building C 1102B, Marietta, GA 30060, 770-9XX-4023, or
- Section 504/ADA Coordinator: [REDACTED], North Metro Campus, 5198 Ross Road, Building A 132O, Acworth, GA 30102, 770-9XX-4099, or

### Veterans Support

At Chattahoochee Technical College, we are proud to serve those who have served our country in the United States military. Our goal is to support both veterans and the veteran family members you as you begin, continue and complete your academic goals with us. We also want to assist in your transition or return to civilian life after your military service has ended.

Veteran Services is available to military service veterans (active, guard, reserve, and retired) and veterans' family members.

Veteran Services information is available on the [Veteran Services webpage](#)

### Counseling Services and Student Advocacy

Chattahoochee Technical College provides students with a wide range of counseling and supportive services that focus on helping students with educational, personal and career concerns. Counseling combines a professional relationship and growth process that empowers diverse individuals and groups to accomplish mental health, wellness, education, and career goals during one's educational journey. The staff provides individual counseling and group therapy as it relates to the educational experience, grief and loss, stress management, depression, anxiety, and other mental health/wellness assistance. Our mission is to provide self-help strategies that promote student success in post-secondary education. When appropriate, students will be referred to community agencies and/or other resources to give them every opportunity to locate the help they need.

To request assistance, students should consult the Counseling Services and Student Advocacy [website](#).

## College Information you need to know

### Academic Misconduct

Chattahoochee Technical College promotes and expects all members of the college community to conduct themselves professionally and with honesty and integrity. The college considers academic integrity an integral part of the learning environment. Any infraction of this policy is detrimental to the student's education and the integrity of the college. Cases of academic misconduct that are strictly forbidden include:

- Plagiarizing any assignment or part of an assignment. Plagiarizing means to use someone else's ideas or words as one's own, without giving appropriate credit using quotation marks, if necessary, and citing the source(s).
- Copying and submitting another's work as one's own.
- Using unauthorized notes or equipment (programmable calculator, PDA, cell phone, etc.) during an examination.
- Stealing an examination or using a stolen examination for any purpose.
- Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
- Having someone else take a quiz or exam in one's place, taking an exam for someone else, assisting someone in any way during a quiz or exam, or using any unauthorized electronic device or other unauthorized method of support during a quiz or exam.
- Falsifying or fabricating information such as data for a lab report.
- Falsifying a patient's medical record, a student's clinical record, or any other student record, including a record of attendance.
- Using or copying another person's electronic file or copying any electronic information or computer program.
- Other forms of cheating or misconduct are forbidden, even if not listed here specifically.

Instructors may use any one or more of the following disciplinary measures for addressing instances of academic misconduct:

1. Award a grade of zero for the assignment;
2. Assign a failing grade for the course;
3. Recommend the suspension or dismissal of the student from the course, program, or college. Recommendation must be forwarded to initiate a Student Code of Conduct procedure.

These actions also violate the college's Student Code of Conduct and will be subject to the Student Judicial Review Process.

### Proctored Event Policy Level 2

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 2020, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

### Work Ethics

Chattahoochee Technical College instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits are defined as essential for student success: Appearance, Attendance, Attitude, Character, Communication, Cooperation, Organizational Skills, Productivity, Respect, and Teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum. The traits are assessed before the student graduates from the program.

### No Show

A “no show” is a student whose name appears on the class roster but who fails to have his or her attendance verified the first week of class.

In all courses, regardless of the method of delivery (face-to-face, hybrid, or online), faculty will conduct a graded activity the first week of class in order to verify student attendance. This graded activity will document the student’s intent to take the course. Any student not completing the graded activity will be reported as a “no-show” regardless of his or her attendance in the classroom. Any student reported as a “no

show” by an instructor will be administratively withdrawn from the course and will show no enrollment history.

#### Withdrawal Policy and Procedure

Through the end of the ninth week of Fall and Spring semesters and the fifth week of Summer semester, students may withdraw from any or all courses from their schedule. Students are responsible for withdrawing themselves from any or all of the classes through BannerWeb. During this period no refunds are issued. No withdrawals will be processed after the ‘W’ period ends. Students who do not withdraw from classes will be assigned grades earned.

***The deadline for withdrawal each semester is published on the CTC Website under the College Calendar.***

#### Technical College Guarantee (Warranty Statement)

The Technical College System of Georgia warrants every graduate of the technical college programs offering a certificate of credit, diploma, or associate's degree as follows:

The warranty guarantees that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated Standard or Program Guide. Any program graduate who is determined to lack such competence shall be retrained at no cost to the employer or the graduate.

#### Accreditation

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college’s accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.

**Masks/Face Coverings**

Because social distancing cannot always be guaranteed, students, faculty, and staff must wear masks/face coverings in every instructional setting and academic support areas: Classrooms, Computer Classrooms, Labs, Offices, Success Centers, Open Labs, and Libraries. Only those individuals working alone will not be required to be masked in these settings.

Students are encouraged to provide their own masks/face coverings. A student who does not have a mask/face covering will be provided a mask by the College. Faculty will work with Public Safety and their supervisors to ensure masks are available for instructional settings. See further COVID-19 information below.

Any student wishing to request a disability-related accommodation in connection with CTC's mask policy should contact Disability Support Services:

[Disability.Services@Chattahoocheetech.edu](mailto:Disability.Services@Chattahoocheetech.edu).

Any employee wishing to request a disability-related accommodation in connection with CTC's mask policy should contact [REDACTED] in Human Resources:

Individuals in these circumstances will be required to wear a face shield in instructional settings and/or when social distancing is not possible.

**Proctored Events**

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 20XX, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

**College Attendance Policy**

It is the student's responsibility to attend class—both in class and online—on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness must contact the instructor in advance, or provide notification as soon as possible. Instructors will establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. It is at the instructors' or programs' discretion whether final grades are affected by excessive absence and tardiness.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many

classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

**Health and Safety Statement: COVID-19**

The focus of Chattahoochee Technical College is the health and safety of its students, faculty, and staff. During the Fall semester, all members of the college community are required to follow health and safety guidelines as laid out by the Centers for Disease Control (CDC) and College personnel. Because social distancing cannot be guaranteed, the wearing of masks/face coverings while in classrooms, labs, and academic support areas on CTC Campuses is required.

Additional sections of courses and additional seats in courses will be taught online in the Fall to help accommodate those students who do not wish to attend classes in person. Additional sections of courses will be taught in Chattahoochee's CISCO rooms to allow synchronous/live time participation in classes without necessarily requiring physical presence on campus. Face-to-face classes will be taught with restricted group sizes, and no "double" sections will be taught face-to-face during Fall term. Academic Support will include a continuation of online tutoring and Advising to allow students and staff to reach students and meet needs without requiring physical presence.

If you have questions or concerns, please reach out to your instructors as early in the term as possible. All members of the college community are directed to stay at home and away from campus if they are showing signs of illness, and that includes course faculty. Students need to be prepared for communication from faculty and College leadership regarding class cancellations due to illness.

**Compliance**

The College is very committed to the health and safety of students, and therefore, in order for a student to participate and/or be present in any instructional setting or academic support activity, that student must abide by Chattahoochee's mask requirement. Faculty and staff will ensure that the requirement is clear, will provide or otherwise assist a student in procuring a mask, will make a good-faith effort to explain the importance of the requirement to health and safety efforts, and will treat any non-compliance as a potential violation of the College's Student Code of Conduct.

**COVID Self-Report Form**



This is the link to the [Chattahoochee COVID Self-report Form](#). This reporting form allows Chattahoochee employees, students, and visitors to notify the College about individuals affected or potentially affected by COVID-19. Individuals who complete this form may be contacted by Chattahoochee's Exposure Control Coordinator, allowing the College to take preventative measures and offer available resources.

# CRJU 2095- Career Preparation Capstone

## Module 1- Job Readiness & Office Etiquette Course Syllabus Fall Semester 20XX

### Instructor Information

Instructor Name      Jennifer Combs

Email   jcombs@chattahoocheetech.edu

Email Response Time   I will respond within 24 hours except for weekends and holidays

Office Location and Hours      Marietta Campus, F 116.5

Virtual: Monday/Wednesday/Friday 11:00-1:00 p.m.

Phone Number      (770)528-XXXX

More about me      If you would like to set up a meeting outside of my office hours, email me and we will set something up.

### Course Details

Course Name   CRJU 2095- Career Preparation Capstone-Module 1: Job Readiness & Office Etiquette

Course CRN   XXXXX

Course Format      ☐ Online      ☒ Hybrid      ☐ Web-Enhanced

Course Credit Hours   3.0

Course Contact Hours   2 hours per week

Course Meeting Days/ Times Weekly-date and time will vary based on facility restrictions.

Campus/ Classroom   1<sup>st</sup> meeting will be on the Marietta campus, room B XXX; all remaining meetings will be at the correctional facility

Proctored Event Date/ Time I will set up mid-term virtual meetings with each of you individually.

Proctored Event Location

Course Materials You will need to bring your driver's license or student identification card to each meeting.

## Module Information

Description: The Job Readiness and Office Etiquette module will include topics such as resume writing, interviewing skills, hiring processes, punctuality, dress code, and proper business conduct. Students will create their resume and demonstrate their knowledge of interview skills by participating in mock interviews. This module also introduces job acquisition and retention skills. This module will provide inmates with the necessary skills to aid them in seeking employment possibilities, filling out applications, interviewing, and then learning how to function appropriately in a workplace.

|   |
|---|
| <a href="#">Learning Outcomes</a>       |
| 7. Criminal Justice Theory Applications |
| 8. Job Readiness and Office Etiquette   |
|   |
|   |

## How your learning will be measured:

| <a href="#">Assignment/ Category</a> | <a href="#">Points/ Percent of Total Grade</a> | <a href="#">Details</a> |
|--------------------------------------|--|-------------------------|
| No Show Assignment                   | XXpoints/XX%                                   | Due by:                 |
| Practical Exercises Review           | XX points/XX%                                  | Due by:                 |
|                                      |  |                         |

## Grading Policies for this course

|  |
|--|
| <a href="#">Grading Policies</a>   |
| Additional assignments may be added and graded throughout the semester at the instructor's discretion. |
|  |
|  |

### College Grading Scale

Grades are issued at the end of each semester. All grades earned will be reflected on, and remain on, the official academic transcript. The following grade scale is used:

| Grade | Numerical Score | Rating       | Quality Points |
|-------|-----------------|--------------|----------------|
| A     | 90-100          | Excellent    | 4.0            |
| B     | 80-89           | Good         | 3.0            |
| C     | 70-79           | Satisfactory | 2.0            |
| D     | 60-69           | Poor         | 1.0            |
| F     | 0-59            | Failing      | 0.0            |

| Instructor policies   |
|---|
| Due dates for all assignments are listed on the syllabus. I will not accept any late assignments unless PRIOR notice is given and an alternate arrangement is made. Online assignments are due each Sunday, no later than 11:59 p.m. I do not suggest waiting until the last minute to complete assignments in the event of connectivity or other potential issues. |
|   |
|   |
|   |

### College Attendance Policy

It is the student's responsibility to attend class – both in class and online – on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness should contact the instructor in advance or provide notification as soon as possible. Instructors may establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. Final grades may be affected by excessive absence and tardiness. It is at the instructor's discretion whether final grades are affected by excessive absence and tardiness. Instructors may establish a participation grade based on a student's attendance.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and

course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

### Instructor Attendance Policy

This is college and you are expected to be in class each week, except for designated days that are listed on your syllabus. Do not come to class late, there will be traffic and probably a wreck or construction somewhere so plan accordingly.

### Class Schedule/ Assignments/ Due Dates

| Dates/ Week | Modules Covered/Assignments   | Due Dates       |
|-------------|---|-----------------|
| XX-XX-XX/1  | No Show Quiz in Lessons tab<br>On-campus Orientation  | No-show due:    |
| XX-XX-XX/2  | Meet at XYZ Jail or Prison<br>Introductions<br>Orientation to the program<br>Review Syllabus & Objectives |                 |
| XX-XX-XX/3  | Module 1: Job Readiness & Office Etiquette  |                 |
| XX-XX-XX/4  | Module 1 Continued<br>Resume Writing  | Resume Due      |
| XX-XX-XX/5  | Module 1 Continued<br>Practice Interviews   | Mock Interviews |
| XX-XX-XX/6  | Module 1 Finish<br>Mock Interview Board<br>Certificates issued for Module 1 completion                    | Mock Interviews |
| XX-XX-XX/7  | Module 2: Personal Finances & Financial Management<br>FDIC units 1 & 2                                    |                 |
| XX-XX-XX/8  | Module 2 Continued<br>FDIC units 3 & 4<br>Mock Budgets  | Mock Budget Due |
| XX-XX-XX/9  | Module 2 Continued<br>FDIC units 5, 6, & 7<br>Creating SMART Goals  | SMART Goals Due |
| XX-XX-XX/10 | Finish Module 2<br>Certificates issued for Module 2 completion  |                 |

| Dates/ Week | Modules Covered/Assignments  | Due Dates                             |
|-------------|--|---------------------------------------|
| XX-XX-XX/11 | Module 3: Basic English, Grammar, & Writing Skills<br>Writing Assignment                                   | Writing Assignment Due                |
| XX-XX-XX/12 | Module 3 Continued<br>Proofreading & Editing   |                                       |
| XX-XX-XX/13 | Finish Module 3<br>Article Review Paper<br>Certificates Issued for Module 3 completion                     | Article Review Due                    |
| XX-XX-XX/14 | Module 4: Netiquette & Basic Computer Skills<br>Microsoft Word Overview<br>Accessing the Internet 101      |                                       |
| XX-XX-XX/15 | Finish Module 4<br>Social Media Overview<br>Internet Safety<br>Certificates Issued for Module 4 completion | Social Media and Internet Safety Test |
| XX-XX-XX/16 | Career Preparation Capstone Certificates issued<br>Celebration<br>Program Debrief and Analysis             |                                       |

## Other Course/ Program Information

### Student Support Services to help you succeed

#### Student Email Account/ Methods of Communicating

Upon being admitted to the College, Chattahoochee Tech will create a unique email account for each student. Once created, email will be the primary and official means of communication between the college and the student. Students should not use personal email addresses for correspondence with the College.

This policy applies to students who are enrolled or eligible to register. It does not apply to Continuing Education or GED students who do not receive CTC email addresses.

In emergencies or for other limited circumstances, the College may use a student's personal email address for correspondence.

More information about Student email and OneDrive is available on the college website.

### Library/ Information Resources

Libraries are located on all campuses. Library hours and locations are posted on the Library's Web page under [Library contacts and hours](#).

The library is a member Lyrasis which provides access to materials in libraries throughout Georgia, the east, and the southeast for inter-library loans.

The library participates in GALILEO, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or web directories.

The library also maintains cooperative agreements with Technical College System of Georgia Libraries, Georgia Highlands College Library, Kennesaw State University Libraries, and Reinhardt University Library. These agreements allow Chattahoochee Technical College faculty and students to borrow materials from these campus libraries upon presentation of a current Chattahoochee Technical College photo ID.

### Open Computer Labs

Computers for general use by students are provided on all campuses either in a separate lab or in conjunction with the Library or Success Centers. Students will need a current, validated student ID card to use the labs. Student printing is monitored at Chattahoochee Technical College, and prints will be limited each term. For more information, visit the Student Printing page of the catalog.

### Student Printing Policy

Chattahoochee Technical College provides printing resources in support of research and education with the use of computers and other instructional devices. To become more environmentally friendly, CTC imposes printing limits on materials printed by students. Each enrolled credit student will have a set number of free prints, with the ability to purchase additional prints when the initial allocation is exhausted.

### Academic Success Centers

Academic Success Centers are available at all campuses for Chattahoochee Technical College students except the Austell Campus. Tutoring is available in English, math, anatomy and physiology, chemistry, and reading. Tutoring in other subjects may be arranged depending upon availability of tutors. Tutoring is free to CTC students. The College also provides an online tutoring service where CTC students may access tutorials

and many other resources to help them with their learning. Information about specific campuses' contacts and hours can be found on the [Academic Success Centers web page](#).

### Blackboard Information

**Step 1** – One way to access [Blackboard](#) is to go directly to its URL.

**You can also access Blackboard through the student portal at [My CTC - Link to Blackboard](#)**

**Step 2:** Click "Online Resources" tab at the top of the page.

**Step 3:** Click "Getting Started with Blackboard" in the blue navigation ribbon at the top of your screen to learn how to log in, reset your password, and enroll yourself into the Blackboard Student Orientation course.

**Step 4:** Set up and become familiar with your CTC student email account. You must have access to this email account in order to reset your Blackboard password and receive email from your instructors inside and outside Blackboard. Click "CTC Student Email" in the blue navigation ribbon at the top of your screen.

**Step 5:** return to the "Landing Page" at the top of your screen, log into Blackboard, and enroll yourself into the Student Orientation course.

### Equity Statements

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

Chattahoochee Technical College is committed to providing accessible education to all students. We are working toward making our electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. More information on Section 508 and the technical standards can be found at [www.section508.gov](http://www.section508.gov)



The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Title IX Coordinator: [REDACTED], Marietta Campus, 980 South Cobb Drive, Building C 1102B, Marietta, GA 30060, 770-975-XXXX, or
- Section 504/ADA Coordinator: [REDACTED] North Metro Campus, 5198 Ross Road, Building A 132O, Acworth, GA 30102, 770-975-XXXX,

### Veterans Support

At Chattahoochee Technical College, we are proud to serve those who have served our country in the United States military. Our goal is to support both veterans and the veteran family members you as you begin, continue and complete your academic goals with us. We also want to assist in your transition or return to civilian life after your military service has ended.

Veteran Services is available to military service veterans (active, guard, reserve, and retired) and veterans' family members.

Veteran Services information is available on the [Veteran Services webpage](#)

### Counseling Services and Student Advocacy

Chattahoochee Technical College provides students with a wide range of counseling and supportive services that focus on helping students with educational, personal and career concerns. Counseling combines a professional relationship and growth process that empowers diverse individuals and groups to accomplish mental health, wellness, education, and career goals during one's educational journey. The staff provides individual counseling and group therapy as it relates to the educational experience, grief and loss, stress management, depression, anxiety, and other mental health/wellness assistance. Our mission is to provide self-help strategies that promote student success in post-secondary education. When appropriate, students will be referred to community agencies and/or other resources to give them every opportunity to locate the help they need.

To request assistance, students should consult the Counseling Services and Student Advocacy [website](#).

### College Information you need to know

#### Academic Misconduct

Chattahoochee Technical College promotes and expects all members of the college community to conduct themselves professionally and with honesty and integrity. The

college considers academic integrity an integral part of the learning environment. Any infraction of this policy is detrimental to the student's education and the integrity of the college. Cases of academic misconduct that are strictly forbidden include:

- Plagiarizing any assignment or part of an assignment. Plagiarizing means to use someone else's ideas or words as one's own, without giving appropriate credit using quotation marks, if necessary, and citing the source(s).
- Copying and submitting another's work as one's own.
- Using unauthorized notes or equipment (programmable calculator, PDA, cell phone, etc.) during an examination.
- Stealing an examination or using a stolen examination for any purpose.
- Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
- Having someone else take a quiz or exam in one's place, taking an exam for someone else, assisting someone in any way during a quiz or exam, or using any unauthorized electronic device or other unauthorized method of support during a quiz or exam.
- Falsifying or fabricating information such as data for a lab report.
- Falsifying a patient's medical record, a student's clinical record, or any other student record, including a record of attendance.
- Using or copying another person's electronic file or copying any electronic information or computer program.
- Other forms of cheating or misconduct are forbidden, even if not listed here specifically.

Instructors may use any one or more of the following disciplinary measures for addressing instances of academic misconduct:

4. Award a grade of zero for the assignment;
5. Assign a failing grade for the course;

6. Recommend the suspension or dismissal of the student from the course, program, or college. Recommendation must be forwarded to initiate a Student Code of Conduct procedure.

These actions also violate the college's Student Code of Conduct and will be subject to the Student Judicial Review Process.

### Proctored Event Policy Level 2

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 2020, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

### Work Ethics

Chattahoochee Technical College instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits are defined as essential for student success: Appearance, Attendance, Attitude, Character, Communication, Cooperation, Organizational Skills, Productivity, Respect, and Teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum. The traits are assessed before the student graduates from the program.

### No Show

A “no show” is a student whose name appears on the class roster but who fails to have his or her attendance verified the first week of class.

In all courses, regardless of the method of delivery (face-to-face, hybrid, or online), faculty will conduct a graded activity the first week of class in order to verify student attendance. This graded activity will document the student’s intent to take the course. Any student not completing the graded activity will be reported as a “no-show” regardless of his or her attendance in the classroom. Any student reported as a “no show” by an instructor will be administratively withdrawn from the course and will show no enrollment history.

### Withdrawal Policy and Procedure

Through the end of the ninth week of Fall and Spring semesters and the fifth week of Summer semester, students may withdraw from any or all courses from their schedule.

Students are responsible for withdrawing themselves from any or all of the classes through BannerWeb. During this period no refunds are issued. No withdrawals will be processed after the 'W' period ends. Students who do not withdraw from classes will be assigned grades earned.

***The deadline for withdrawal each semester is published on the CTC Website under the College Calendar.***

#### **Technical College Guarantee (Warranty Statement)**

The Technical College System of Georgia warrants every graduate of the technical college programs offering a certificate of credit, diploma, or associate's degree as follows:

The warranty guarantees that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated Standard or Program Guide. Any program graduate who is determined to lack such competence shall be retrained at no cost to the employer or the graduate.

#### **Accreditation**

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college's accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.

**Masks/Face Coverings**

Because social distancing cannot always be guaranteed, students, faculty, and staff must wear masks/face coverings in every instructional setting and academic support areas: Classrooms, Computer Classrooms, Labs, Offices, Success Centers, Open Labs, and Libraries. Only those individuals working alone will not be required to be masked in these settings.

Students are encouraged to provide their own masks/face coverings. A student who does not have a mask/face covering will be provided a mask by the College. Faculty will work with Public Safety and their supervisors to ensure masks are available for instructional settings. See further COVID-19 information below.

Any student wishing to request a disability-related accommodation in connection with CTC's mask policy should contact Disability Support Services:  
[Disability.Services@Chattahoocheetech.edu](mailto:Disability.Services@Chattahoocheetech.edu).

Any employee wishing to request a disability-related accommodation in connection with CTC's mask policy should contact [REDACTED] in Human Resources:

Individuals in these circumstances will be required to wear a face shield in instructional settings and/or when social distancing is not possible.

**Proctored Events**

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 20XX, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

**College Attendance Policy**

It is the student's responsibility to attend class—both in class and online—on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness must contact the instructor in advance, or provide notification as soon as possible. Instructors will establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. It is at the instructors' or programs' discretion whether final grades are affected by excessive absence and tardiness.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many

classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

**Health and Safety Statement: COVID-19**

The focus of Chattahoochee Technical College is the health and safety of its students, faculty, and staff. During the Fall semester, all members of the college community are required to follow health and safety guidelines as laid out by the Centers for Disease Control (CDC) and College personnel. Because social distancing cannot be guaranteed, the wearing of masks/face coverings while in classrooms, labs, and academic support areas on CTC Campuses is required.

Additional sections of courses and additional seats in courses will be taught online in the Fall to help accommodate those students who do not wish to attend classes in person. Additional sections of courses will be taught in Chattahoochee's CISCO rooms to allow synchronous/live time participation in classes without necessarily requiring physical presence on campus. Face-to-face classes will be taught with restricted group sizes, and no "double" sections will be taught face-to-face during Fall term. Academic Support will include a continuation of online tutoring and Advising to allow students and staff to reach students and meet needs without requiring physical presence.

If you have questions or concerns, please reach out to your instructors as early in the term as possible. All members of the college community are directed to stay at home and away from campus if they are showing signs of illness, and that includes course faculty. Students need to be prepared for communication from faculty and College leadership regarding class cancellations due to illness.

**Compliance**

The College is very committed to the health and safety of students, and therefore, in order for a student to participate and/or be present in any instructional setting or academic support activity, that student must abide by Chattahoochee's mask requirement. Faculty and staff will ensure that the requirement is clear, will provide or otherwise assist a student in procuring a mask, will make a good-faith effort to explain the importance of the requirement to health and safety efforts, and will treat any non-compliance as a potential violation of the College's Student Code of Conduct.

**COVID Self-Report Form**

This is the link to the [Chattahoochee COVID Self-report Form](#). This reporting form allows Chattahoochee employees, students, and visitors to notify the College about individuals affected or potentially affected by COVID-19. Individuals who complete this form may be contacted by Chattahoochee's Exposure Control Coordinator, allowing the College to take preventative measures and offer available resources.

# CRJU 2095- Career Preparation Capstone

## Module 2- Personal Finances & Financial Management Course Syllabus

### Fall Semester 20XX

#### Instructor Information

Instructor Name      Jennifer Combs

Email    jcombs@chattahoocheetech.edu

Email Response Time    I will respond within 24 hours except for weekends and holidays

Office Location and Hours      Marietta Campus, F 116.5

Virtual: Monday/Wednesday/Friday 11:00-1:00 p.m.

Phone Number      (770)528-XXXX

More about me      If you would like to set up a meeting outside of my office hours,  
email me and we will set something up.

#### Course Details

Course Name    CRJU 2095- Career Preparation Capstone Module 2- Personal Finances  
& Financial Management

Course CRN    XXXXX

Course Format      ☒Online                      ☒Hybrid                      ☐Web-Enhanced

Course Credit Hours    3.0

Course Contact Hours    2 hours per week

Course Meeting Days/ Times    Weekly-date and time will vary based on facility  
restrictions



Campus/ Classroom 1<sup>st</sup> meeting will be on the Marietta campus, room B XXX; all remaining meetings will be at the correctional facility

Proctored Event Date/ Time I will set up mid-term virtual meetings with each of you individually.

Proctored Event Location

Course Materials You will need to bring your driver's license or student identification card to each meeting.

## Course Information

Course Description The, Personal Finances and Financial Management module will cover topics such as budgeting and how to balance a checkbook properly. Students will develop SMART (Specific, Measurable, Attainable, Relevant, Timely) goals for their finances, create a mock budget, and learn the difference between debt and healthy credit. This module will provide inmates with the necessary skills to aid them in maintaining a household budget, setting goals, and working on how to achieve those goals. .

|  |
|--|
| <a href="#">Learning Outcomes</a>              |
| 9. Criminal Justice Theory Applications        |
| 10. Personal Finances and Financial Management |
|  |
|  |
|  |

## How your learning will be measured:

| <a href="#">Assignment/ Category</a> | <a href="#">Points/ Percent of Total Grade</a> | <a href="#">Details</a> |
|--------------------------------------|--|-------------------------|
| No Show Assignment                   | XX points/XX%                                  | Due by:                 |
| Practical Exercises Review           | XX points/XX%                                  | Due by:                 |
|                                      |  |                         |

### Grading Policies for this course

|  |
|--|
| Grading Policies   |
| Additional assignments may be added and graded throughout the semester at the instructor's discretion. |
|  |
|  |

### College Grading Scale

Grades are issued at the end of each semester. All grades earned will be reflected on, and remain on, the official academic transcript. The following grade scale is used:

| Grade | Numerical Score | Rating       | Quality Points |
|-------|-----------------|--------------|----------------|
| A     | 90-100          | Excellent    | 4.0            |
| B     | 80-89           | Good         | 3.0            |
| C     | 70-79           | Satisfactory | 2.0            |
| D     | 60-69           | Poor         | 1.0            |
| F     | 0-59            | Failing      | 0.0            |

|   |
|---|
| Instructor policies   |
| Due dates for all assignments are listed on the syllabus. I will not accept any late assignments unless PRIOR notice is given and an alternate arrangement is made. Online assignments are due each Sunday, no later than 11:59 p.m. I do not suggest waiting until the last minute to complete assignments in the event of connectivity or other potential issues. |
|   |
|   |
|   |

### College Attendance Policy

It is the student's responsibility to attend class – both in class and online – on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness should contact the instructor in advance, or provide notification as soon as possible. Instructors may establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. Final grades may be affected by excessive absence and tardiness. It is at the instructor's discretion whether final grades

are affected by excessive absence and tardiness. Instructors may establish a participation grade based on a student's attendance.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

### Instructor Attendance Policy

This is college and you are expected to be in class each week, except for designated days that are listed on your syllabus. Do not come to class late, there will be traffic and probably a wreck or construction somewhere so plan accordingly.

### Class Schedule/ Assignments/ Due Dates

| Dates/ Week | Modules Covered/Assignments   | Due Dates       |
|-------------|---|-----------------|
| XX-XX-XX/1  | No Show Quiz in Lessons tab<br>On-campus Orientation  | No-show due:    |
| XX-XX-XX/2  | Meet at XYZ Jail or Prison<br>Introductions<br>Orientation to the program<br>Review Syllabus & Objectives |                 |
| XX-XX-XX/3  | Module 1: Job Readiness & Office Etiquette  |                 |
| XX-XX-XX/4  | Module 1 Continued<br>Resume Writing  | Resume Due      |
| XX-XX-XX/5  | Module 1 Continued<br>Practice Interviews   | Mock Interviews |
| XX-XX-XX/6  | Module 1 Finish<br>Mock Interview Board<br>Certificates issued for Module 1 completion                    | Mock Interviews |
| XX-XX-XX/7  | Module 2: Personal Finances & Financial Management<br>FDIC units 1 & 2                                    |                 |
| XX-XX-XX/8  | Module 2 Continued  | Mock Budget Due |

| Dates/ Week | Modules Covered/Assignments  | Due Dates                             |
|-------------|--|---------------------------------------|
|             | FDIC units 3 & 4<br>Mock Budgets   |                                       |
| XX-XX-XX/9  | Module 2 Continued<br>FDIC units 5, 6, & 7<br>Creating SMART Goals   | SMART Goals Due                       |
| XX-XX-XX/10 | Finish Module 2<br>Certificates issued for Module 2 completion   |                                       |
| XX-XX-XX/11 | Module 3: Basic English, Grammar, & Writing Skills<br>Writing Assignment                                   | Writing Assignment Due                |
| XX-XX-XX/12 | Module 3 Continued<br>Proofreading & Editing   |                                       |
| XX-XX-XX/13 | Finish Module 3<br>Article Review Paper<br>Certificates Issued for Module 3 completion                     | Article Review Due                    |
| XX-XX-XX/14 | Module 4: Netiquette & Basic Computer Skills<br>Microsoft Word Overview<br>Accessing the Internet 101      |                                       |
| XX-XX-XX/15 | Finish Module 4<br>Social Media Overview<br>Internet Safety<br>Certificates Issued for Module 4 completion | Social Media and Internet Safety Test |
| XX-XX-XX/16 | Career Preparation Capstone Certificates issued<br>Celebration<br>Program Debrief and Analysis             |                                       |

## Other Course/ Program Information

### Student Support Services to help you succeed

#### Student Email Account/ Methods of Communicating

Upon being admitted to the College, Chattahoochee Tech will create a unique email account for each student. Once created, email will be the primary and official means of communication between the college and the student. Students should not use personal email addresses for correspondence with the College.

This policy applies to students who are enrolled or eligible to register. It does not apply to Continuing Education or GED students who do not receive CTC email addresses.

In emergencies or for other limited circumstances, the College may use a student's personal email address for correspondence.

More information about Student email and OneDrive is available on the college website.

### [Library/ Information Resources](#)

Libraries are located on all campuses. Library hours and locations are posted on the Library's Web page under [Library contacts and hours](#).

The library is a member Lyrasis which provides access to materials in libraries throughout Georgia, the east, and the southeast for inter-library loans.

The library participates in GALILEO, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or web directories.

The library also maintains cooperative agreements with Technical College System of Georgia Libraries, Georgia Highlands College Library, Kennesaw State University Libraries, and Reinhardt University Library. These agreements allow Chattahoochee Technical College faculty and students to borrow materials from these campus libraries upon presentation of a current Chattahoochee Technical College photo ID.

### [Open Computer Labs](#)

Computers for general use by students are provided on all campuses either in a separate lab or in conjunction with the Library or Success Centers. Students will need a current, validated student ID card to use the labs. Student printing is monitored at Chattahoochee Technical College, and prints will be limited each term. For more information, visit the Student Printing page of the catalog.

### [Student Printing Policy](#)

Chattahoochee Technology College provides printing resources in support of research and education with the use of computers and other instructional devices. To become more environmentally friendly, CTC imposes printing limits on materials printed by

students. Each enrolled credit student will have a set number of free prints, with the ability to purchase additional prints when the initial allocation is exhausted.

### Academic Success Centers

Academic Success Centers are available at all campuses for Chattahoochee Technical College students except the Austell Campus. Tutoring is available in English, math, anatomy and physiology, chemistry, and reading. Tutoring in other subjects may be arranged depending upon availability of tutors. Tutoring is free to CTC students. The College also provides an online tutoring service where CTC students may access tutorials and many other resources to help them with their learning. Information about specific campuses' contacts and hours can be found on the [Academic Success Centers web page](#).

### Blackboard Information

**Step 1** – One way to access [Blackboard](#) is to go directly to its URL.

**You can also access Blackboard through the student portal at [My CTC - Link to Blackboard](#)**

**Step 2:** Click "Online Resources" tab at the top of the page.

**Step 3:** Click "Getting Started with Blackboard" in the blue navigation ribbon at the top of your screen to learn how to log in, reset your password, and enroll yourself into the Blackboard Student Orientation course.

**Step 4:** Set up and become familiar with your CTC student email account. You must have access to this email account in order to reset your Blackboard password and receive email from your instructors inside and outside Blackboard. Click "CTC Student Email" in the blue navigation ribbon at the top of your screen.

**Step 5:** return to the "Landing Page" at the top of your screen, log into Blackboard, and enroll yourself into the Student Orientation course.

### Equity Statements

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

Chattahoochee Technical College is committed to providing accessible education to all students. We are working toward making our electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. More information on Section 508 and the technical standards can be found at [www.section508.gov](http://www.section508.gov)

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Title IX Coordinator: [REDACTED], Marietta Campus, 980 South Cobb Drive, Building C 1102B, Marietta, GA 30060, 770-975-XXXX, or
- Section 504/ADA Coordinator: [REDACTED] North Metro Campus, 5198 Ross Road, Building A 132O, Acworth, GA 30102, 770-975-XXXX

### Veterans Support

At Chattahoochee Technical College, we are proud to serve those who have served our country in the United States military. Our goal is to support both veterans and the veteran family members you as you begin, continue and complete your academic goals with us. We also want to assist in your transition or return to civilian life after your military service has ended.

Veteran Services is available to military service veterans (active, guard, reserve, and retired) and veterans' family members.

Veteran Services information is available on the [Veteran Services webpage](#)

### Counseling Services and Student Advocacy

Chattahoochee Technical College provides students with a wide range of counseling and supportive services that focus on helping students with educational, personal and career concerns. Counseling combines a professional relationship and growth process that empowers diverse individuals and groups to accomplish mental health, wellness, education, and career goals during one's educational journey. The staff provides individual counseling and group therapy as it relates to the educational experience, grief and loss, stress management, depression, anxiety, and other mental health/wellness assistance. Our mission is to provide self-help strategies that promote student success in post-secondary education. When appropriate, students will be referred to community agencies and/or other resources to give them every opportunity to locate the help they need.

To request assistance, students should consult the Counseling Services and Student Advocacy [website](#).

## College Information you need to know

### Academic Misconduct

Chattahoochee Technical College promotes and expects all members of the college community to conduct themselves professionally and with honesty and integrity. The college considers academic integrity an integral part of the learning environment. Any infraction of this policy is detrimental to the student's education and the integrity of the college. Cases of academic misconduct that are strictly forbidden include:

- Plagiarizing any assignment or part of an assignment. Plagiarizing means to use someone else's ideas or words as one's own, without giving appropriate credit using quotation marks, if necessary, and citing the source(s).
- Copying and submitting another's work as one's own.
- Using unauthorized notes or equipment (programmable calculator, PDA, cell phone, etc.) during an examination.
- Stealing an examination or using a stolen examination for any purpose.
- Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
- Having someone else take a quiz or exam in one's place, taking an exam for someone else, assisting someone in any way during a quiz or exam, or using any unauthorized electronic device or other unauthorized method of support during a quiz or exam.
- Falsifying or fabricating information such as data for a lab report.
- Falsifying a patient's medical record, a student's clinical record, or any other student record, including a record of attendance.
- Using or copying another person's electronic file or copying any electronic information or computer program.
- Other forms of cheating or misconduct are forbidden, even if not listed here specifically.



Instructors may use any one or more of the following disciplinary measures for addressing instances of academic misconduct:

7. Award a grade of zero for the assignment;
8. Assign a failing grade for the course;
9. Recommend the suspension or dismissal of the student from the course, program, or college. Recommendation must be forwarded to initiate a Student Code of Conduct procedure.

These actions also violate the college's Student Code of Conduct and will be subject to the Student Judicial Review Process.

### Proctored Event Policy Level 2

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 2020, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

### Work Ethics

Chattahoochee Technical College instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits are defined as essential for student success: Appearance, Attendance, Attitude, Character, Communication, Cooperation, Organizational Skills, Productivity, Respect, and Teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum. The traits are assessed before the student graduates from the program.

### No Show

A “no show” is a student whose name appears on the class roster but who fails to have his or her attendance verified the first week of class.

In all courses, regardless of the method of delivery (face-to-face, hybrid, or online), faculty will conduct a graded activity the first week of class in order to verify student attendance. This graded activity will document the student’s intent to take the course. Any student not completing the graded activity will be reported as a “no-show” regardless of his or her attendance in the classroom. Any student reported as a “no

show” by an instructor will be administratively withdrawn from the course and will show no enrollment history.

#### Withdrawal Policy and Procedure

Through the end of the ninth week of Fall and Spring semesters and the fifth week of Summer semester, students may withdraw from any or all courses from their schedule. Students are responsible for withdrawing themselves from any or all of the classes through BannerWeb. During this period no refunds are issued. No withdrawals will be processed after the ‘W’ period ends. Students who do not withdraw from classes will be assigned grades earned.

***The deadline for withdrawal each semester is published on the CTC Website under the College Calendar.***

#### Technical College Guarantee (Warranty Statement)

The Technical College System of Georgia warrants every graduate of the technical college programs offering a certificate of credit, diploma, or associate's degree as follows:

The warranty guarantees that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated Standard or Program Guide. Any program graduate who is determined to lack such competence shall be retrained at no cost to the employer or the graduate.

#### Accreditation

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college’s accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.

**Masks/Face Coverings**

Because social distancing cannot always be guaranteed, students, faculty, and staff must wear masks/face coverings in every instructional setting and academic support areas: Classrooms, Computer Classrooms, Labs, Offices, Success Centers, Open Labs, and Libraries. Only those individuals working alone will not be required to be masked in these settings.

Students are encouraged to provide their own masks/face coverings. A student who does not have a mask/face covering will be provided a mask by the College. Faculty will work with Public Safety and their supervisors to ensure masks are available for instructional settings. See further COVID-19 information below.

Any student wishing to request a disability-related accommodation in connection with CTC's mask policy should contact Disability Support Services:

[Disability.Services@Chattahoocheetech.edu](mailto:Disability.Services@Chattahoocheetech.edu).

Any employee wishing to request a disability-related accommodation in connection with CTC's mask policy should contact [REDACTED] in Human Resources:

Individuals in these circumstances will be required to wear a face shield in instructional settings and/or when social distancing is not possible.

**Proctored Events**

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 20XX, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

**College Attendance Policy**

It is the student's responsibility to attend class—both in class and online—on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness must contact the instructor in advance, or provide notification as soon as possible. Instructors will establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. It is at the instructors' or programs' discretion whether final grades are affected by excessive absence and tardiness.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many

classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

**Health and Safety Statement: COVID-19**

The focus of Chattahoochee Technical College is the health and safety of its students, faculty, and staff. During the Fall semester, all members of the college community are required to follow health and safety guidelines as laid out by the Centers for Disease Control (CDC) and College personnel. Because social distancing cannot be guaranteed, the wearing of masks/face coverings while in classrooms, labs, and academic support areas on CTC Campuses is required.

Additional sections of courses and additional seats in courses will be taught online in the Fall to help accommodate those students who do not wish to attend classes in person. Additional sections of courses will be taught in Chattahoochee's CISCO rooms to allow synchronous/live time participation in classes without necessarily requiring physical presence on campus. Face-to-face classes will be taught with restricted group sizes, and no "double" sections will be taught face-to-face during Fall term. Academic Support will include a continuation of online tutoring and Advising to allow students and staff to reach students and meet needs without requiring physical presence.

If you have questions or concerns, please reach out to your instructors as early in the term as possible. All members of the college community are directed to stay at home and away from campus if they are showing signs of illness, and that includes course faculty. Students need to be prepared for communication from faculty and College leadership regarding class cancellations due to illness.

**Compliance**

The College is very committed to the health and safety of students, and therefore, in order for a student to participate and/or be present in any instructional setting or academic support activity, that student must abide by Chattahoochee's mask requirement. Faculty and staff will ensure that the requirement is clear, will provide or otherwise assist a student in procuring a mask, will make a good-faith effort to explain the importance of the requirement to health and safety efforts, and will treat any non-compliance as a potential violation of the College's Student Code of Conduct.

**COVID Self-Report Form**

This is the link to the [Chattahoochee COVID Self-report Form](#). This reporting form allows Chattahoochee employees, students, and visitors to notify the College about individuals affected or potentially affected by COVID-19. Individuals who complete this form may be contacted by Chattahoochee's Exposure Control Coordinator, allowing the College to take preventative measures and offer available resources.

# CRJU 2095- Career Preparation Capstone

## Module 3- Basic English, Grammar, & Writing Skills Course Syllabus

Fall Semester 20XX

### Instructor Information

Instructor Name Jennifer Combs

Email jcombs@chattahoocheetech.edu

Email Response Time I will respond within 24 hours except for weekends and holidays

Office Location and Hours Marietta Campus, F 116.5

Virtual: Monday/Wednesday/Friday 11:00-1:00 p.m.

Phone Number (770)528-XXXX

More about me If you would like to set up a meeting outside of my office hours, email me and we will set something up.

### Course Details

Course Name CRJU 2095- Career Preparation Capstone- Module 3: Basic English, Grammar, & Writing Skills

Course CRN XXXXX

Course Format ☐ Online ☒ Hybrid ☐ Web-Enhanced

Course Credit Hours 3.0

Course Contact Hours 2 hours per week

Course Meeting Days/ Times Weekly-date and time will vary based on facility restrictions.

Campus/ Classroom 1<sup>st</sup> meeting will be on the Marietta campus, room B XXX; all remaining meetings will be at the correctional facility

Proctored Event Date/ Time I will set up mid-term virtual meetings with each of you individually.

Proctored Event Location

Course Materials You will need to bring your driver's license or student identification card to each meeting.

## Course Information

Course Description This module emphasizes the rules of grammar, punctuation, capitalization, subject/verb agreement, correct verb forms, spelling, writing, and revising skills for basic paragraph development. Students will develop a paper summarizing the main idea of a given topic and be graded on the above components.

| Learning Outcomes                              |
|--|
| 11. Criminal Justice Theory Applications       |
| 12. Basic English, Grammar, and Writing Skills |
|  |
|  |

## How your learning will be measured:

| Assignment/<br>Category       | Points/ Percent<br>of Total Grade | Details |
|-------------------------------|-----------------------------------|---------|
| No Show Assignment            | XX<br>points/XX%                  | Due by: |
| Practical Exercises<br>Review | XX<br>points/XX%                  | Due by: |

## Grading Policies for this course

| Grading Policies   |
|--|
| Additional assignments may be added and graded throughout the semester at the instructor's discretion. |
|  |
|  |

### College Grading Scale

Grades are issued at the end of each semester. All grades earned will be reflected on, and remain on, the official academic transcript. The following grade scale is used:

| Grade | Numerical Score | Rating       | Quality Points |
|-------|-----------------|--------------|----------------|
| A     | 90-100          | Excellent    | 4.0            |
| B     | 80-89           | Good         | 3.0            |
| C     | 70-79           | Satisfactory | 2.0            |
| D     | 60-69           | Poor         | 1.0            |
| F     | 0-59            | Failing      | 0.0            |

| Instructor policies   |
|---|
| Due dates for all assignments are listed on the syllabus. I will not accept any late assignments unless PRIOR notice is given and an alternate arrangement is made. Online assignments are due each Sunday, no later than 11:59 p.m. I do not suggest waiting until the last minute to complete assignments in the event of connectivity or other potential issues. |
|   |
|   |
|   |

### College Attendance Policy

It is the student's responsibility to attend class – both in class and online – on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness should contact the instructor in advance, or provide notification as soon as possible. Instructors may establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. Final grades may be affected by excessive absence and tardiness. It is at the instructor's discretion whether final grades are affected by excessive absence and tardiness. Instructors may establish a participation grade based on a student's attendance.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and



course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

### Instructor Attendance Policy

This is college and you are expected to be in class each week, except for designated days that are listed on your syllabus. Do not come to class late, there will be traffic and probably a wreck or construction somewhere so plan accordingly.

### Class Schedule/ Assignments/ Due Dates

| Dates/ Week | Modules Covered/Assignments   | Due Dates       |
|-------------|---|-----------------|
| XX-XX-XX/1  | No Show Quiz in Lessons tab<br>On-campus Orientation  | No-show due:    |
| XX-XX-XX/2  | Meet at XYZ Jail or Prison<br>Introductions<br>Orientation to the program<br>Review Syllabus & Objectives |                 |
| XX-XX-XX/3  | Module 1: Job Readiness & Office Etiquette  |                 |
| XX-XX-XX/4  | Module 1 Continued<br>Resume Writing  | Resume Due      |
| XX-XX-XX/5  | Module 1 Continued<br>Practice Interviews   | Mock Interviews |
| XX-XX-XX/6  | Module 1 Finish<br>Mock Interview Board<br>Certificates issued for Module 1 completion                    | Mock Interviews |
| XX-XX-XX/7  | Module 2: Personal Finances & Financial Management<br>FDIC units 1 & 2                                    |                 |
| XX-XX-XX/8  | Module 2 Continued<br>FDIC units 3 & 4<br>Mock Budgets  | Mock Budget Due |
| XX-XX-XX/9  | Module 2 Continued<br>FDIC units 5, 6, & 7<br>Creating SMART Goals  | SMART Goals Due |
| XX-XX-XX/10 | Finish Module 2<br>Certificates issued for Module 2 completion  |                 |

| Dates/ Week | Modules Covered/Assignments  | Due Dates                             |
|-------------|--|---------------------------------------|
| XX-XX-XX/11 | Module 3: Basic English, Grammar, & Writing Skills<br>Writing Assignment                                   | Writing Assignment Due                |
| XX-XX-XX/12 | Module 3 Continued<br>Proofreading & Editing   |                                       |
| XX-XX-XX/13 | Finish Module 3<br>Article Review Paper<br>Certificates Issued for Module 3 completion                     | Article Review Due                    |
| XX-XX-XX/14 | Module 4: Netiquette & Basic Computer Skills<br>Microsoft Word Overview<br>Accessing the Internet 101      |                                       |
| XX-XX-XX/15 | Finish Module 4<br>Social Media Overview<br>Internet Safety<br>Certificates Issued for Module 4 completion | Social Media and Internet Safety Test |
| XX-XX-XX/16 | Career Preparation Capstone Certificates issued<br>Celebration<br>Program Debrief and Analysis             |                                       |

## Other Course/ Program Information

### Student Support Services to help you succeed

#### Student Email Account/ Methods of Communicating

Upon being admitted to the College, Chattahoochee Tech will create a unique email account for each student. Once created, email will be the primary and official means of communication between the college and the student. Students should not use personal email addresses for correspondence with the College.

This policy applies to students who are enrolled or eligible to register. It does not apply to Continuing Education or GED students who do not receive CTC email addresses.

In emergencies or for other limited circumstances, the College may use a student's personal email address for correspondence.

More information about Student email and OneDrive is available on the college website.

## Library/ Information Resources

Libraries are located on all campuses. Library hours and locations are posted on the Library's Web page under [Library contacts and hours](#).

The library is a member Lyrasis which provides access to materials in libraries throughout Georgia, the east, and the southeast for inter-library loans.

The library participates in GALILEO, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or web directories.

The library also maintains cooperative agreements with Technical College System of Georgia Libraries, Georgia Highlands College Library, Kennesaw State University Libraries, and Reinhardt University Library. These agreements allow Chattahoochee Technical College faculty and students to borrow materials from these campus libraries upon presentation of a current Chattahoochee Technical College photo ID.

## Open Computer Labs

Computers for general use by students are provided on all campuses either in a separate lab or in conjunction with the Library or Success Centers. Students will need a current, validated student ID card to use the labs. Student printing is monitored at Chattahoochee Technical College, and prints will be limited each term. For more information, visit the Student Printing page of the catalog.

## Student Printing Policy

Chattahoochee Technology College provides printing resources in support of research and education with the use of computers and other instructional devices. To become more environmentally friendly, CTC imposes printing limits on materials printed by students. Each enrolled credit student will have a set number of free prints, with the ability to purchase additional prints when the initial allocation is exhausted.

## Academic Success Centers

Academic Success Centers are available at all campuses for Chattahoochee Technical College students except the Austell Campus. Tutoring is available in English, math, anatomy and physiology, chemistry, and reading. Tutoring in other subjects may be arranged depending upon availability of tutors. Tutoring is free to CTC students. The College also provides an online tutoring service where CTC students may access tutorials

and many other resources to help them with their learning. Information about specific campuses' contacts and hours can be found on the [Academic Success Centers web page](#).

### Blackboard Information

**Step 1** – One way to access [Blackboard](#) is to go directly to its URL.

**You can also access Blackboard through the student portal at [My CTC - Link to Blackboard](#)**

**Step 2:** Click "Online Resources" tab at the top of the page.

**Step 3:** Click "Getting Started with Blackboard" in the blue navigation ribbon at the top of your screen to learn how to log in, reset your password, and enroll yourself into the Blackboard Student Orientation course.

**Step 4:** Set up and become familiar with your CTC student email account. You must have access to this email account in order to reset your Blackboard password and receive email from your instructors inside and outside Blackboard. Click "CTC Student Email" in the blue navigation ribbon at the top of your screen.

**Step 5:** return to the "Landing Page" at the top of your screen, log into Blackboard, and enroll yourself into the Student Orientation course.

### Equity Statements

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

Chattahoochee Technical College is committed to providing accessible education to all students. We are working toward making our electronic and information technologies accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. More information on Section 508 and the technical standards can be found at [www.section508.gov](http://www.section508.gov)

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Title IX Coordinator: [REDACTED], Marietta Campus, 980 South Cobb Drive, Building C 1102B, Marietta, GA 30060, 770-975-XXXX, or
- Section 504/ADA Coordinator: [REDACTED], North Metro Campus, 5198 Ross Road, Building A 132O, Acworth, GA 30102, 770-975-XXXX, or

### Veterans Support

At Chattahoochee Technical College, we are proud to serve those who have served our country in the United States military. Our goal is to support both veterans and the veteran family members you as you begin, continue and complete your academic goals with us. We also want to assist in your transition or return to civilian life after your military service has ended.

Veteran Services is available to military service veterans (active, guard, reserve, and retired) and veterans' family members.

Veteran Services information is available on the [Veteran Services webpage](#)

### Counseling Services and Student Advocacy

Chattahoochee Technical College provides students with a wide range of counseling and supportive services that focus on helping students with educational, personal and career concerns. Counseling combines a professional relationship and growth process that empowers diverse individuals and groups to accomplish mental health, wellness, education, and career goals during one's educational journey. The staff provides individual counseling and group therapy as it relates to the educational experience, grief and loss, stress management, depression, anxiety, and other mental health/wellness assistance. Our mission is to provide self-help strategies that promote student success in post-secondary education. When appropriate, students will be referred to community agencies and/or other resources to give them every opportunity to locate the help they need.

To request assistance, students should consult the Counseling Services and Student Advocacy [website](#).

## College Information you need to know

### Academic Misconduct

Chattahoochee Technical College promotes and expects all members of the college community to conduct themselves professionally and with honesty and integrity. The

college considers academic integrity an integral part of the learning environment. Any infraction of this policy is detrimental to the student's education and the integrity of the college. Cases of academic misconduct that are strictly forbidden include:

- Plagiarizing any assignment or part of an assignment. Plagiarizing means to use someone else's ideas or words as one's own, without giving appropriate credit using quotation marks, if necessary, and citing the source(s).
- Copying and submitting another's work as one's own.
- Using unauthorized notes or equipment (programmable calculator, PDA, cell phone, etc.) during an examination.
- Stealing an examination or using a stolen examination for any purpose.
- Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
- Having someone else take a quiz or exam in one's place, taking an exam for someone else, assisting someone in any way during a quiz or exam, or using any unauthorized electronic device or other unauthorized method of support during a quiz or exam.
- Falsifying or fabricating information such as data for a lab report.
- Falsifying a patient's medical record, a student's clinical record, or any other student record, including a record of attendance.
- Using or copying another person's electronic file or copying any electronic information or computer program.
- Other forms of cheating or misconduct are forbidden, even if not listed here specifically.

Instructors may use any one or more of the following disciplinary measures for addressing instances of academic misconduct:

10. Award a grade of zero for the assignment;
11. Assign a failing grade for the course;

12. Recommend the suspension or dismissal of the student from the course, program, or college. Recommendation must be forwarded to initiate a Student Code of Conduct procedure.

These actions also violate the college's Student Code of Conduct and will be subject to the Student Judicial Review Process.

### Proctored Event Policy Level 2

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 2020, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

### Work Ethics

Chattahoochee Technical College instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits are defined as essential for student success: Appearance, Attendance, Attitude, Character, Communication, Cooperation, Organizational Skills, Productivity, Respect, and Teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum. The traits are assessed before the student graduates from the program.

### No Show

A “no show” is a student whose name appears on the class roster but who fails to have his or her attendance verified the first week of class.

In all courses, regardless of the method of delivery (face-to-face, hybrid, or online), faculty will conduct a graded activity the first week of class in order to verify student attendance. This graded activity will document the student’s intent to take the course. Any student not completing the graded activity will be reported as a “no-show” regardless of his or her attendance in the classroom. Any student reported as a “no show” by an instructor will be administratively withdrawn from the course and will show no enrollment history.

### Withdrawal Policy and Procedure

Through the end of the ninth week of Fall and Spring semesters and the fifth week of Summer semester, students may withdraw from any or all courses from their schedule.

Students are responsible for withdrawing themselves from any or all of the classes through BannerWeb. During this period no refunds are issued. No withdrawals will be processed after the 'W' period ends. Students who do not withdraw from classes will be assigned grades earned.

***The deadline for withdrawal each semester is published on the CTC Website under the College Calendar.***

#### **Technical College Guarantee (Warranty Statement)**

The Technical College System of Georgia warrants every graduate of the technical college programs offering a certificate of credit, diploma, or associate's degree as follows:

The warranty guarantees that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated Standard or Program Guide. Any program graduate who is determined to lack such competence shall be retrained at no cost to the employer or the graduate.

#### **Accreditation**

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college's accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.



**Masks/Face Coverings**

Because social distancing cannot always be guaranteed, students, faculty, and staff must wear masks/face coverings in every instructional setting and academic support areas: Classrooms, Computer Classrooms, Labs, Offices, Success Centers, Open Labs, and Libraries. Only those individuals working alone will not be required to be masked in these settings.

Students are encouraged to provide their own masks/face coverings. A student who does not have a mask/face covering will be provided a mask by the College. Faculty will work with Public Safety and their supervisors to ensure masks are available for instructional settings. See further COVID-19 information below.

Any student wishing to request a disability-related accommodation in connection with CTC's mask policy should contact Disability Support Services:  
[Disability.Services@Chattahoocheetech.edu](mailto:Disability.Services@Chattahoocheetech.edu).

Any employee wishing to request a disability-related accommodation in connection with CTC's mask policy should contact [REDACTED] in Human Resources:

Individuals in these circumstances will be required to wear a face shield in instructional settings and/or when social distancing is not possible.

**Proctored Events**

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 20XX, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

**College Attendance Policy**

It is the student's responsibility to attend class—both in class and online—on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness must contact the instructor in advance, or provide notification as soon as possible. Instructors will establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. It is at the instructors' or programs' discretion whether final grades are affected by excessive absence and tardiness.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many

classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

**Health and Safety Statement: COVID-19**

The focus of Chattahoochee Technical College is the health and safety of its students, faculty, and staff. During the Fall semester, all members of the college community are required to follow health and safety guidelines as laid out by the Centers for Disease Control (CDC) and College personnel. Because social distancing cannot be guaranteed, the wearing of masks/face coverings while in classrooms, labs, and academic support areas on CTC Campuses is required.

Additional sections of courses and additional seats in courses will be taught online in the Fall to help accommodate those students who do not wish to attend classes in person. Additional sections of courses will be taught in Chattahoochee's CISCO rooms to allow synchronous/live time participation in classes without necessarily requiring physical presence on campus. Face-to-face classes will be taught with restricted group sizes, and no "double" sections will be taught face-to-face during Fall term. Academic Support will include a continuation of online tutoring and Advising to allow students and staff to reach students and meet needs without requiring physical presence.

If you have questions or concerns, please reach out to your instructors as early in the term as possible. All members of the college community are directed to stay at home and away from campus if they are showing signs of illness, and that includes course faculty. Students need to be prepared for communication from faculty and College leadership regarding class cancellations due to illness.

**Compliance**

The College is very committed to the health and safety of students, and therefore, in order for a student to participate and/or be present in any instructional setting or academic support activity, that student must abide by Chattahoochee's mask requirement. Faculty and staff will ensure that the requirement is clear, will provide or otherwise assist a student in procuring a mask, will make a good-faith effort to explain the importance of the requirement to health and safety efforts, and will treat any non-compliance as a potential violation of the College's Student Code of Conduct.

**COVID Self-Report Form**

This is the link to the [Chattahoochee COVID Self-report Form](#). This reporting form allows Chattahoochee employees, students, and visitors to notify the College about individuals affected or potentially affected by COVID-19. Individuals who complete this form may be contacted by Chattahoochee's Exposure Control Coordinator, allowing the College to take preventative measures and offer available resources.

# CRJU 2095- Career Preparation Capstone

## Module 4- Netiquette & Basic Computer Skills Course Syllabus

### Fall Semester 20XX

#### Instructor Information

Instructor Name      Jennifer Combs

Email   jcombs@chattahoocheetech.edu

Email Response Time   I will respond within 24 hours except for weekends and holidays

Office Location and Hours      Marietta Campus, F 116.5

Virtual: Monday/Wednesday/Friday 11:00-1:00 p.m.

Phone Number      (770)528-XXXX

More about me      If you would like to set up a meeting outside of my office hours, email me and we will set something up.

#### Course Details

Course Name   CRJU 2095- Career Preparation Capstone- Module 4: Netiquette & Basic Computer Skills

Course CRN   XXXXX

Course Format      ☐ Online      ☒ Hybrid      ☐ Web-Enhanced

Course Credit Hours   3.0

Course Contact Hours   2 hours per week

Course Meeting Days/ Times Weekly-date and time will vary based on facility restrictions.

Campus/ Classroom   1<sup>st</sup> meeting will be on the Marietta campus, room B XXX; all remaining meetings will be at the correctional facility

Proctored Event Date/ Time I will set up mid-term virtual meetings with each of you individually.

Proctored Event Location

Course Materials You will need to bring your driver's license or student identification card to each meeting.

## Course Information

Course Description This module introduces the fundamental concepts, terminology, and operations necessary to use computers. Emphasis is placed on basic functions and familiarity with computer use. Topics include introduction to computers, digital terminology and usage, operating systems, Internet and digital communication, word processing applications, spreadsheet applications, database applications, and presentation applications. Competencies will also be taught on the topics of computer information literacy, and communication skills for the workplace. Topics include computer terminology; introduction to digital devices and their uses; introduction to internet, email, and productivity tools; introduction to word processing, spreadsheet, and presentation software; and social media outlets.

| Learning Outcomes                        |
|--|
| 13. Criminal Justice Theory Applications |
| 14. Netiquette and Basic Computer Skills |
|  |
|  |
|  |

## How your learning will be measured:

| Assignment/<br>Category       | Points/ Percent<br>of Total Grade | Details |
|-------------------------------|-----------------------------------|---------|
| No Show Assignment            | XX<br>points/XX%                  | Due by: |
| Practical Exercises<br>Review | XX<br>points/XX%                  | Due by: |

## Grading Policies for this course

| Grading Policies   |
|--|
| Additional assignments may be added and graded throughout the semester at the instructor's discretion. |

|                  |
|------------------|
| Grading Policies |
|                  |
|                  |

### College Grading Scale

Grades are issued at the end of each semester. All grades earned will be reflected on, and remain on, the official academic transcript. The following grade scale is used:

| Grade | Numerical Score | Rating       | Quality Points |
|-------|-----------------|--------------|----------------|
| A     | 90-100          | Excellent    | 4.0            |
| B     | 80-89           | Good         | 3.0            |
| C     | 70-79           | Satisfactory | 2.0            |
| D     | 60-69           | Poor         | 1.0            |
| F     | 0-59            | Failing      | 0.0            |

|   |
|---|
| Instructor policies   |
| Due dates for all assignments are listed on the syllabus. I will not accept any late assignments unless PRIOR notice is given and an alternate arrangement is made. Online assignments are due each Sunday, no later than 11:59 p.m. I do not suggest waiting until the last minute to complete assignments in the event of connectivity or other potential issues. |
|   |
|   |
|   |

### College Attendance Policy

It is the student's responsibility to attend class – both in class and online – on a good-faith basis that demonstrates the student's desire to be a genuine partner in the educational process. Instructors will keep an accurate record of attendance. Students anticipating an absence or tardiness should contact the instructor in advance, or provide notification as soon as possible. Instructors may establish attendance and make-up policies which are provided to the student in the course syllabus. It is the responsibility of the student to know the policy and adhere to it. Final grades may be affected by excessive absence and tardiness. It is at the instructor's discretion whether final grades are affected by excessive absence and tardiness. Instructors may establish a participation grade based on a student's attendance.

In light of concerns about COVID-19, it is important that students who show signs of illness DO NOT attend on-campus classes or utilize on-campus resources. Many classes and programs will require health questions and/or temperature checks prior to instructional activities beginning. Students must answer questions truthfully, and students will be sent away for that class period, or longer, from in-person classes and course-related activities when symptoms of COVID-19 are present. When this occurs, instructors will allow for the make-up of assignments missed, including, but not limited to, an Incomplete grade for the term.

### Instructor Attendance Policy

This is college and you are expected to be in class each week, except for designated days that are listed on your syllabus. Do not come to class late, there will be traffic and probably a wreck or construction somewhere so plan accordingly.

### Class Schedule/ Assignments/ Due Dates

| Dates/ Week | Modules Covered/Assignments   | Due Dates       |
|-------------|---|-----------------|
| XX-XX-XX/1  | No Show Quiz in Lessons tab<br>On-campus Orientation  | No-show due:    |
| XX-XX-XX/2  | Meet at XYZ Jail or Prison<br>Introductions<br>Orientation to the program<br>Review Syllabus & Objectives |                 |
| XX-XX-XX/3  | Module 1: Job Readiness & Office<br>Etiquette   |                 |
| XX-XX-XX/4  | Module 1 Continued<br>Resume Writing  | Resume Due      |
| XX-XX-XX/5  | Module 1 Continued<br>Practice Interviews   | Mock Interviews |
| XX-XX-XX/6  | Module 1 Finish<br>Mock Interview Board<br>Certificates issued for Module 1<br>completion                 | Mock Interviews |
| XX-XX-XX/7  | Module 2: Personal Finances &<br>Financial Management<br>FDIC units 1 & 2                                 |                 |
| XX-XX-XX/8  | Module 2 Continued<br>FDIC units 3 & 4<br>Mock Budgets  | Mock Budget Due |
| XX-XX-XX/9  | Module 2 Continued  | SMART Goals Due |

| Dates/ Week | Modules Covered/Assignments  | Due Dates                             |
|-------------|--|---------------------------------------|
|             | FDIC units 5, 6, & 7<br>Creating SMART Goals   |                                       |
| XX-XX-XX/10 | Finish Module 2<br>Certificates issued for Module 2 completion   |                                       |
| XX-XX-XX/11 | Module 3: Basic English, Grammar, & Writing Skills<br>Writing Assignment                                   | Writing Assignment Due                |
| XX-XX-XX/12 | Module 3 Continued<br>Proofreading & Editing   |                                       |
| XX-XX-XX/13 | Finish Module 3<br>Article Review Paper<br>Certificates Issued for Module 3 completion                     | Article Review Due                    |
| XX-XX-XX/14 | Module 4: Netiquette & Basic Computer Skills<br>Microsoft Word Overview<br>Accessing the Internet 101      |                                       |
| XX-XX-XX/15 | Finish Module 4<br>Social Media Overview<br>Internet Safety<br>Certificates Issued for Module 4 completion | Social Media and Internet Safety Test |
| XX-XX-XX/16 | Career Preparation Capstone Certificates issued<br>Celebration<br>Program Debrief and Analysis             |                                       |

## Other Course/ Program Information

### Student Support Services to help you succeed

#### Student Email Account/ Methods of Communicating

Upon being admitted to the College, Chattahoochee Tech will create a unique email account for each student. Once created, email will be the primary and official means of communication between the college and the student. Students should not use personal email addresses for correspondence with the College.

This policy applies to students who are enrolled or eligible to register. It does not apply to Continuing Education or GED students who do not receive CTC email addresses.



In emergencies or for other limited circumstances, the College may use a student's personal email address for correspondence.

More information about Student email and OneDrive is available on the college website.

### [Library/ Information Resources](#)

Libraries are located on all campuses. Library hours and locations are posted on the Library's Web page under [Library contacts and hours](#).

The library is a member Lyrasis which provides access to materials in libraries throughout Georgia, the east, and the southeast for inter-library loans.

The library participates in GALILEO, an initiative of the Board of Regents of the University System of Georgia. GALILEO is an online library portal to authoritative, subscription-only information that isn't available through free search engines or web directories.

The library also maintains cooperative agreements with Technical College System of Georgia Libraries, Georgia Highlands College Library, Kennesaw State University Libraries, and Reinhardt University Library. These agreements allow Chattahoochee Technical College faculty and students to borrow materials from these campus libraries upon presentation of a current Chattahoochee Technical College photo ID.

### [Open Computer Labs](#)

Computers for general use by students are provided on all campuses either in a separate lab or in conjunction with the Library or Success Centers. Students will need a current, validated student ID card to use the labs. Student printing is monitored at Chattahoochee Technical College, and prints will be limited each term. For more information, visit the Student Printing page of the catalog.

### [Student Printing Policy](#)

Chattahoochee Technology College provides printing resources in support of research and education with the use of computers and other instructional devices. To become more environmentally friendly, CTC imposes printing limits on materials printed by students. Each enrolled credit student will have a set number of free prints, with the ability to purchase additional prints when the initial allocation is exhausted.

### Academic Success Centers

Academic Success Centers are available at all campuses for Chattahoochee Technical College students except the Austell Campus. Tutoring is available in English, math, anatomy and physiology, chemistry, and reading. Tutoring in other subjects may be arranged depending upon availability of tutors. Tutoring is free to CTC students. The College also provides an online tutoring service where CTC students may access tutorials and many other resources to help them with their learning. Information about specific campuses' contacts and hours can be found on the [Academic Success Centers web page](#).

### Blackboard Information

**Step 1** – One way to access [Blackboard](#) is to go directly to its URL.

**You can also access Blackboard through the student portal at [My CTC - Link to Blackboard](#)**

**Step 2:** Click "Online Resources" tab at the top of the page.

**Step 3:** Click "Getting Started with Blackboard" in the blue navigation ribbon at the top of your screen to learn how to log in, reset your password, and enroll yourself into the Blackboard Student Orientation course.

**Step 4:** Set up and become familiar with your CTC student email account. You must have access to this email account in order to reset your Blackboard password and receive email from your instructors inside and outside Blackboard. Click "CTC Student Email" in the blue navigation ribbon at the top of your screen.

**Step 5:** return to the "Landing Page" at the top of your screen, log into Blackboard, and enroll yourself into the Student Orientation course.

### Equity Statements

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Innovation and Opportunity Act (WIOA) Title I financed programs, educational programs and activities, including admissions, scholarships and loans, student life, and athletics. It also encompasses the recruitment and employment of personnel and contracting for goods and services.

Chattahoochee Technical College is committed to providing accessible education to all students. We are working toward making our electronic and information technologies

accessible to individuals with disabilities by meeting or exceeding the requirements of Section 508 of the Rehabilitation Act (29 U.S.C. 794d), as amended in 1998. Section 508 is a federal law that requires agencies to provide individuals with disabilities equal access to electronic information and data comparable to those who do not have disabilities, unless an undue burden would be imposed on the agency. More information on Section 508 and the technical standards can be found at [www.section508.gov](http://www.section508.gov)

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

- Title IX Coordinator: [REDACTED], Marietta Campus, 980 South Cobb Drive, Building C 1102B, Marietta, GA 30060, 770-975-XXXX, or
- Section 504/ADA Coordinator: [REDACTED] North Metro Campus, 5198 Ross Road, Building A 132O, Acworth, GA 30102, 770-975-XXXX,

### Veterans Support

At Chattahoochee Technical College, we are proud to serve those who have served our country in the United States military. Our goal is to support both veterans and the veteran family members you as you begin, continue and complete your academic goals with us. We also want to assist in your transition or return to civilian life after your military service has ended.

Veteran Services is available to military service veterans (active, guard, reserve, and retired) and veterans' family members.

Veteran Services information is available on the [Veteran Services webpage](#)

### Counseling Services and Student Advocacy

Chattahoochee Technical College provides students with a wide range of counseling and supportive services that focus on helping students with educational, personal and career concerns. Counseling combines a professional relationship and growth process that empowers diverse individuals and groups to accomplish mental health, wellness, education, and career goals during one's educational journey. The staff provides individual counseling and group therapy as it relates to the educational experience, grief and loss, stress management, depression, anxiety, and other mental health/wellness assistance. Our mission is to provide self-help strategies that promote student success in post-secondary education. When appropriate, students will be referred to community agencies and/or other resources to give them every opportunity to locate the help they need.

To request assistance, students should consult the Counseling Services and Student Advocacy [website](#).

## College Information you need to know

### Academic Misconduct

Chattahoochee Technical College promotes and expects all members of the college community to conduct themselves professionally and with honesty and integrity. The college considers academic integrity an integral part of the learning environment. Any infraction of this policy is detrimental to the student's education and the integrity of the college. Cases of academic misconduct that are strictly forbidden include:

- Plagiarizing any assignment or part of an assignment. Plagiarizing means to use someone else's ideas or words as one's own, without giving appropriate credit using quotation marks, if necessary, and citing the source(s).
- Copying and submitting another's work as one's own.
- Using unauthorized notes or equipment (programmable calculator, PDA, cell phone, etc.) during an examination.
- Stealing an examination or using a stolen examination for any purpose.
- Allowing another student to have access to your work, thereby enabling that student to represent the work as his/her own.
- Having someone else take a quiz or exam in one's place, taking an exam for someone else, assisting someone in any way during a quiz or exam, or using any unauthorized electronic device or other unauthorized method of support during a quiz or exam.
- Falsifying or fabricating information such as data for a lab report.
- Falsifying a patient's medical record, a student's clinical record, or any other student record, including a record of attendance.
- Using or copying another person's electronic file or copying any electronic information or computer program.
- Other forms of cheating or misconduct are forbidden, even if not listed here specifically.

Instructors may use any one or more of the following disciplinary measures for addressing instances of academic misconduct:

13. Award a grade of zero for the assignment;
14. Assign a failing grade for the course;
15. Recommend the suspension or dismissal of the student from the course, program, or college. Recommendation must be forwarded to initiate a Student Code of Conduct procedure.

These actions also violate the college's Student Code of Conduct and will be subject to the Student Judicial Review Process.

### Proctored Event Policy Level 2

All online courses at CTC normally require students to attend at least one proctored event, but in the Fall of 2020, on-campus proctored events will not be given due to COVID-19; instead, CTC instructors will use additional technologies to verify the identity and/or work of online students during proctored events. Faculty will inform students about any academic penalties associated with failure to complete a proctored event in the manner it is assigned.

### Work Ethics

Chattahoochee Technical College instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits are defined as essential for student success: Appearance, Attendance, Attitude, Character, Communication, Cooperation, Organizational Skills, Productivity, Respect, and Teamwork. The definitions for these traits have been integrated into the program standards of each program curriculum thereby allowing each program to make work ethics a relevant and meaningful part of the program curriculum. The traits are assessed before the student graduates from the program.

### No Show

A “no show” is a student whose name appears on the class roster but who fails to have his or her attendance verified the first week of class.

In all courses, regardless of the method of delivery (face-to-face, hybrid, or online), faculty will conduct a graded activity the first week of class in order to verify student attendance. This graded activity will document the student’s intent to take the course. Any student not completing the graded activity will be reported as a “no-show” regardless of his or her attendance in the classroom. Any student reported as a “no

show” by an instructor will be administratively withdrawn from the course and will show no enrollment history.

#### Withdrawal Policy and Procedure

Through the end of the ninth week of Fall and Spring semesters and the fifth week of Summer semester, students may withdraw from any or all courses from their schedule. Students are responsible for withdrawing themselves from any or all of the classes through BannerWeb. During this period no refunds are issued. No withdrawals will be processed after the ‘W’ period ends. Students who do not withdraw from classes will be assigned grades earned.

***The deadline for withdrawal each semester is published on the CTC Website under the College Calendar.***

#### Technical College Guarantee (Warranty Statement)

The Technical College System of Georgia warrants every graduate of the technical college programs offering a certificate of credit, diploma, or associate's degree as follows:

The warranty guarantees that the graduate has demonstrated the knowledge and skills and can perform each competency as identified in the industry-validated Standard or Program Guide. Any program graduate who is determined to lack such competence shall be retrained at no cost to the employer or the graduate.

#### Accreditation

Chattahoochee Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Inquiries related to the college's accreditation by the Commission may be directed to SACSCOC, 1866 Southern Lane, Decatur, Georgia 30033-4097 or telephone 404-679-4500. Questions related to admissions and the policies, programs, and practices of Chattahoochee Technical College should be directed to the College.

## Reference List

- Anders, A. & Noblit, G. (2011). Understanding effective higher education programs in prisons: Considerations from the incarcerated individuals program in North Carolina. *Journal of Correctional Education*, 62(2), 77-93.
- Bannatyne, M. & Hall, R. (2000). Technology education and the convicted felon: How it works behind prison walls. *Journal of Correctional Education*, 51(4), 320-323.
- Barrett, D., Katsiyannis, A., Wilson, V., & Zhang, D. (2007). Truancy offenders in the Juvenile Justice system, examinations of first and second referrals. *Remedial and Special Education*, 28(4), 244-256.
- Bender, K. (2018). Education opportunities in prison are key to reducing crime. Retrieved from <https://www.americanprogress.org/issues/education-k-12/news/2018/03/02/447321/education-opportunities-prison-key-reducing-crime/>
- Biswalo, P. (2011). The role of adult education in the integration of inmates into society after a jail term: Practical experiences from Swaziland. *International Journal of Lifelong Education*, 30(1), 71-81.
- Borden, C., Fredericks, L., Meyer, S. & Richardson, P. (2010). Implementing postsecondary academic programs in state prisons: Challenges and opportunities. *The Journal of Correctional Education*, 61(2), 148-184.
- Brown, C. (2015). Returns to post-incarceration education for former prisoners. *Social Science Quarterly*, 96(1), 161-175.

- Brewster, L. (2015). Prison fine arts and community college programs: A partnership to advance inmates life skills. *New Directions for Community Colleges*, 170, 89-99.
- Cantrell, D. (2012). Correctional education as democratic citizenship education. *The Journal of Correctional Education*, 63(2), 27-36.
- Cerbana, C., Gonzalez, P., & Romero, T. (2007). Parent education program for Incarcerated mothers in Colorado. *The Journal of Correctional Education*, 58(4), 357-373.
- Chappell, C., & Shippen, M. (2013). Use of technology in correctional education. *The Journal of Correctional Education*, 64(2), 22-39.
- Cochran, J. (2014). Breaches in the wall: Imprisonment, social support, and recidivism. *Journal of Research in Crime and Delinquency*, 51(2), 200-229.
- Colaric, S., Ellis, J., McFadden, C. (2008). Factors influencing the design, establishment, administration, and governance of correctional education for females. *The Journal of Correctional Education*, 59(3), 198-217.
- Conley, T., Murphy, R., & Warner, C. (2017). Criminal thinking shifts among male prisoners Participating in a cognitive-based education programme. *Criminal Behaviour and Mental Health*, 28, 152-157.
- Coppedge, R. & Strong, R. (2013). Vocational programs in the federal Bureau of Prisons: Examining the potential of agricultural education programs for prisoners. *Journal of Agricultural Education*, 54(3), 116-125.



Correctional education. (2017). Retrieved from

<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/correctional-education.html>

Crabtree, J., Ohm, D., Ray, J., & Wall, J. (2016). Evaluation of a prison occupational therapy informal education program: A pilot study. *Occupational Therapy International*, 43, 401-411.

Derrick, F., Scott, C., Sedgley, N., & Williams, N. (2010). Do education and jobs programmes affect recidivism? *Economica*, 77(307), 497-517.

Dick, A., Waters, T., & William, R. (2016). Prison vocational education and policy in the United States: A critical perspective on evidence-based reform. *Contemporary Sociology*, 47(5), 580.

Drago, F., Galbiati, R., & Vertova, P. (2011). Prison conditions and recidivism. *American Law and Economics Review*, 13(1), 103-130.

Duke, B. (2018). A Meta-Analysis comparing educational attainment prior to incarceration and recidivism rates in relation to correctional education. *The Journal of Correctional Education*, 69(1), 44-59.

Education and vocational training in prisons reduces recidivism, improves job outlook. (2013). Retrieved from

<https://www.rand.org/news/press/2013/08/22.html>

Esperian, J. (2010). The effect of prison education programs on recidivism. *Journal of Correctional Education*, 61(4), 316-334.

- Evans, D. & Pelletier. (2019). Beyond recidivism: Positive outcomes from higher education programs in prisons. *Journal of Correctional Education*, 70(2), 49-68.
- Ewert, S., Pettit, B., & Sykes, B. (2014). The degree of disadvantage: Incarceration and inequality in education. *The Annals of the American Academy of Political and Social Science*, 651, 24-43.
- Federal Student Aid. (2020, August 5). *Students with criminal convictions have limited eligibility for federal student aid*. <https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions>
- Felder, F. (2018). The value of inclusion. *Journal of Philosophy of Education*, 52(1), 54-70.
- Frank, J., Omstead, J., & Pigg, S. (2012). The missing link: Service-Learning as an essential tool for correctional education. *The Journal of Correctional Education*, 63(1), 24-34.
- Garber, A. (2016). Teaching social skills to prison inmates. Department of Corrections. Retrieved from <https://www.doc.wa.gov/news/2016/05042016.htm>
- Gaskew, T. (2015). Developing a prison education pedagogy. *New Directions for Community Colleges*, 170, 67-78.
- Gehring, T. (1997). Post-secondary education for inmates: A historical inquiry. *Journal of Correctional Education*, 48(2), 46-55.

- Gregg, J. & Kamrath, B. (2018). Escaping the prison classroom: A case study of correctional teacher turnover and retention. *The Journal of Correctional Education, 69*(2), 59-71.
- Hall, J., Harger, K. & Stansel, D. (2015). Economic freedom and recidivism: Evidence from US states. *International Atlantic Economic Society, 21*, 155-165.
- Hamilton, K., Martini, K., Fazio, T., & Hamarlund, D. (2017). Pathway to success: Creating individualized career pathways for inmates and reentrants. *Journal of Research & Practice for Adult Literacy, 54*-58.
- Ho, T., Knutson, K., Lockwood, S. & Nally, J. (2012). The effect of correctional education on post release employment and recidivism: A 5-year follow-up study in the state of Indiana. *Crime & Delinquency, 58*(3), 380-396.
- Hrabowski, F. & Robbi, J. (2002). The benefits of correctional education. *Journal of Correctional Education, 53*(3), 96-100.
- Kelso, C. (2000). Recidivism rates for two education programs' graduates compared to overall Washington state rates. *Journal of Correctional Education, 51*(2), 233-236.
- Killacky, J. & Smiling, R. (2008). Correctional education from the perspective of the prisoner student. *Journal of Correctional Education, 59*(4), 301-320.
- Koo, Angela. (2016). Correctional education can make a greater impact on recidivism by supporting adult inmates with learning disabilities. *The Journal of Criminal Law & Criminology, 105*(1), 233-269.

- Lagemann, E. (2011). What can college mean? Lessons from the Bard Prison Initiative. *Change The Magazine of Higher Learning*, 43(6), 14-19.
- Mokoele, M. (2015). Correctional sentence plan: A pathway to adult correctional education. *Adult Learning*, 27(2), 87-89.
- Moody, J. (2020). Ban the Box: Opening the door to college for felons. U.S. News and World Report. Retrieved from <https://www.usnews.com/education/best-colleges/articles/ban-the-box-opening-the-door-to-college-for-felons>
- Nagel, M. & Nocella, A. (2013). "IMPRISONING THE NINETY-NINE PERCENT". In *The End of Prisons*. Leiden, The Netherlands: Brill|Rodopi
- Nilsson, A. (2003). Living conditions, social exclusion and recidivism among prison inmates. *Journal of Scandanavian Studies in Criminology & Crime Prevention*, 4(1), 57-83.
- O'Donnell, A. (2013). Unpredictability, transformation, and the pedagogical encounter: Reflections on "what is effective" in education. *Educational Theory*, 63(3), 265-282.
- Patzelt, H., Shepherd, D. & Williams, T. (2014). Overcoming the walls that constrain us: The role of entrepreneurship education programs in prison. *Academy of Management Learning & Education*, 13(4), 587-620.
- Phelps, M. (2011). Rehabilitation in the punitive era: The gap between rhetoric and reality in United States prison programs. *Journal of the Law and Society Association*, 45(1), 33-68.

- Prigg, C. (2017). Prison education in America: The history and the promise. Prison Education. Retrieved from <https://prisoneducation.com/prison-education-news/prison-education-in-america-the-history-and-the-promise/>
- Prison reform: Reducing recidivism by strengthening the federal Bureau of Prisons. (2017). Retrieved from <https://www.justice.gov/archives/prison-reform>
- Rafay, A. (2012). An impossible profession? The radical university in prison. *Radical Teacher*, 95, 10-21.
- Recidivism. (n.d.). In *Merriam-Webster.com*. Retrieved from <https://www.merriam-webster.com/dictionary/recidivism>
- Reese, R. (2019). The Prison Education Project. *International Review of Education*, 65, 687-709.
- Robinson, S. (2018). A study designed to increase the literacy skills of incarcerated adults. *The Journal of Correctional Education*, 69(1), 60-72.
- Rose, C. & Rose, K. (2014). Enrolling in college while in prison: Factors that promote male and female prisoners to participate. *The Journal of Correctional Education*, 65(2), 20-39.
- Schenck-Fontaine, A. & Sokoloff, N. (2017). College programs in prison and upon reentry for men and women: A literature review. *Contemporary Justice Review*, 20(1), 95-114.
- Skardhamar, T. & Telle, K. (2012). Post-release employment and recidivism in Norway. *J Quant Criminol*, 28, 629-649.

- Smith, A. (2019). Report shows benefit of prison education. Retrieved from <https://www.insidehighered.com/quicktakes/2019/01/16/report-shows-benefit-prison-education>
- Stevens, D. & Ward, C. (1997). College education and recidivism: Educating criminals is meritorious. *Journal of Correctional Education*, 48(3), 106-111.
- Swensen, J., Rakis, J., Snyder, M., & Loss, R. (2014). Engaging employers and business in the hiring of individuals with criminal records. *Journal of Applied Rehabilitation Counseling* 45(4), 15-23.
- Taylor, C. (2017). Ending the punishment cycle by reducing sentence length and reconsidering evidence-based reentry practices. *Temple Law Review*, 89(4), 747-762.
- TBS Staff. (2019, July 9). *Prison education: Guide to college degrees for inmates and ex-offenders*. <https://thebestschools.org/magazine/prison-inmate-education-guide/>
- Trounstein, J. (2008). Beyond prison education. *PMLA*, 123(3), 674-677.
- U.S. Department of Education. (2016). Second Chance Pell piece. *The Journal of Correctional Education*, 67(2), 3-4.

U.S. Department of Education. (2020). *Secretary DeVos expands Second Chance Pell*

*Experiment, more than doubling opportunities for incarcerated students to gain job skills and earn postsecondary credentials.*

<https://www.ed.gov/news/press-releases/secretary-devos-expands-second-chance-pell-experiment-more-doubling-opportunities-incarcerated-students-gain-job-skills-and-earn-postsecondary-credentials>

Von Bergen, C.W. & Bressler, M.S. (2016). “Ban the Box” Gives ex-offenders a fresh start in securing employment. *Labor Law Journal*, 383-393.

Wade, B. (2007). Studies of correctional education programs. *Adult Basic Education And Literacy Journal*, 1(1), 27-31.

## VITA

JENNIFER M. COMBS

EDUCATION

|               |  |
|---------------|--|
| May, 2002     | Bachelor of Arts<br>Temple University<br>Philadelphia, Pennsylvania    |
| October, 2008 | Master of Science<br>University of Phoenix<br>Phoenix, Arizona         |
| Pending       | Doctor of Education<br>Morehead State University<br>Morehead, Kentucky |

PROFESSIONAL EXPERIENCES

|                           |   |
|---------------------------|---|
| August, 2010-<br>Present  | Lead Criminal Justice Instructor<br>Chattahoochee Technical College<br>Marietta, Georgia                |
| August, 2013-<br>Present  | Part-time Criminal Justice Instructor<br>Kennesaw State University<br>Kennesaw, Georgia                 |
| October 2020-<br>Present  | Part-time Criminal Justice Instructor<br>Southern New Hampshire University<br>Manchester, New Hampshire |
| July, 2008-<br>July, 2011 | Social Services Case Manager<br>Department of Family & Children's Services<br>Jasper, Georgia           |
| March, 2007-<br>May, 2008 | Probation Officer<br>Georgia Probation Management<br>Canton, Georgia                                    |



|                               |   |
|-------------------------------|---|
| January, 2006-<br>March, 2007 | Social Service Coordinator<br>Trent Center<br>Trenton, New Jersey |
|-------------------------------|---|

|                                |  |
|--------------------------------|--|
| December, 2002-<br>April, 2005 | Deputy Sheriff<br>Cherokee Sheriff's Office<br>Canton, Georgia |
|--------------------------------|--|

### HONORS

|                 |   |
|-----------------|---|
| September, 2018 | Academic Excellence in Teaching Award<br>Chattahoochee Technical College<br>Service Learning Department |
|-----------------|---|

ProQuest Number: 28419711

INFORMATION TO ALL USERS

The quality and completeness of this reproduction is dependent on the quality and completeness of the copy made available to ProQuest.



Distributed by ProQuest LLC (2021).

Copyright of the Dissertation is held by the Author unless otherwise noted.

This work may be used in accordance with the terms of the Creative Commons license or other rights statement, as indicated in the copyright statement or in the metadata associated with this work. Unless otherwise specified in the copyright statement or the metadata, all rights are reserved by the copyright holder.

This work is protected against unauthorized copying under Title 17,  
United States Code and other applicable copyright laws.

Microform Edition where available © ProQuest LLC. No reproduction or digitization of the Microform Edition is authorized without permission of ProQuest LLC.

ProQuest LLC  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346 USA